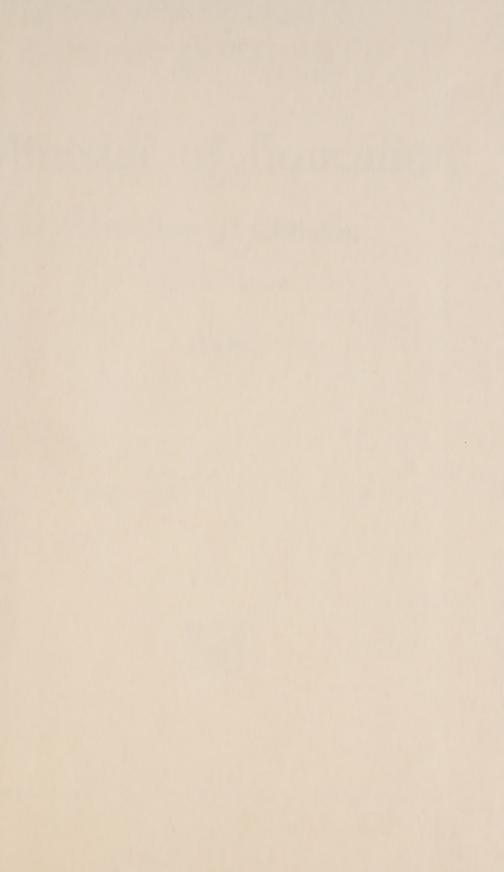


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REPORT

OF THE

Minister of Education

Province of Ontario

FOR THE YEAR

1909

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

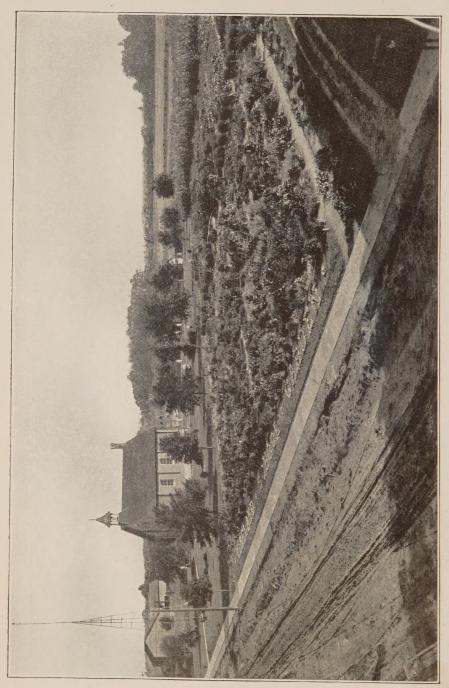


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Sewing Class, Hamilton Normal School. Miss C. E. Elliott, Instructor.



Public School and Garden, 1909, at Vineland (Union S.S. No. 3 Louth),

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REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1909.

To the Honourable John M. Gibson, K.C., Lieutenant-Governor of the Province of Ontario.

MAY IT PLEASE YOUR HONOUR,-

I beg to present to your Honour the report of the Department of Education for the fiscal year ending October 31st, 1909. The change in the fiscal year does not affect the school year, which coincides, as hitherto, with the calendar year, and the statistics herewith presented are for the twelve month period ending De-

cember 31st, 1908.

At the last session of the Legislature the Acts relating to education were consolidated and the statutory enactments affecting the Department of Education, the High Schools and Collegiate Institutes, the Public Schools, and the Continuation Schools are now accessible in complete form. An edition of these Acts, together with the Truancy Act and the Public Libraries Act, was issued in a single volume. A copy was sent to each urban and rural school board without charge, the cost of this distribution being defrayed out of the money wisely voted by the Legislature for the purpose. The revision of the statutes relating to the schools was thorough, and suggestions made from time to time by trustees and educational authorities were duly considered, and, wherever deemed advisable, embodied in the law. The educational structure and system of administration now set forth in these amended Acts is one creditable to the founders of the system, and may be regarded by the people of Ontario with satisfaction. The regulations of the Department, with the courses of study, affecting High Schools and Collegiate Institutes, were also consolidated during 1909. A similar work is now being undertaken in respect to the regulations and courses of study for the public schools, and I have asked the Advisory Council of Education to lend its aid in this highly important labour. The Department is also glad to recognize the assistance of the committees of the Ontario Educational Association, under the auspices of which useful body a draft syllabus of studies was compiled and sent out to the teachers of the province during the year for their consideration and report. The elementary education of the children being a matter of supreme consequence, owing to the fact that the immense majority of the pupils begin and end their training in the public schools, it has been deemed wise to enlist in the work of revising the courses of study the co-operation of all specially fitted to advise in this task.

their advice, wherever practicable, adopted. The committee of teachers entrusted with the task of preparing a new series of reading books for the public schools completed its labours early in the year and in accordance with the declared policy of the Government the copyright of the new books was reserved to the Province. The sole right to print and publish the books for the schools, the ownership of the plates to remain in the Province, was then advertised. The contract was awarded to the lowest tenderer, the T. Eaton Company Limited. It is proper to say that the publishers have carried out their contract with a thoroughness, a skill, and a faithful adherence to the terms of their obligation which leave nothing to be desired. The magnitude of the mechanical operations entailed in order to have the books ready for the opening of the schools on August 15th can only be appreciated by persons who are familiar with the process of printing and binding. The estimated edition of each book in the series was far exceeded by the actual demand. The number of each book printed to supply the schools during the current year may be stated in round numbers as follows:—

I beg to report to your Honour, what has already been suitably acknowledged in the books themselves, the great courtesy of authors and publishing firms at home and abroad in permitting the use in these volumes of copyrighted material for the benefit of the children of Ontario.

The lower prices which have been already secured by competition justify the hope that by the time the entire list of authorized text books is revised a considerable saving in the cost of books to the parents and guardians of pupils will have been effected. It is also confidently expected that by adhering to the policy of one book in each subject and by carefully selecting the best books obtainable the necessity of rapid changes will be obviated for some years to come. A comparison of the prices which formerly prevailed with those now in force will indicate the results achieved thus far:—

REDUCTION IN PRICES OF TEXT BOOKS.

Text Book.	Former retail price.	Reduced retail price.	Per cent. reduction.
High School Physical Geography High School Ancient History High School Arithmetic High School Algebra High School Chemistry High School German Grammar High School Latin Lessons English Literature Paper edition French Literature German Literature Paper edition Readers: Primer First Book Second Book Third Book Fourth Book Spelling Book Bookkeeping Copy Books	60 75 50 1 00 1 00 50	c. 60 75 40 50 40 70 60 20 15 15 25 15 4 6 9 14 16 15 30	c. 40 25 33\frac{1}{3} 33\frac{1}{3} 33\frac{1}{3} 20 30 40 60 60 65 53\frac{1}{3} 60 40 50
	,	-	713

The new arrangements made for the Public School and the High School drawing courses have also resulted, by the acceptance of the lowest tenders, in a large reduction in cost of books to the pupils of those schools. The former drawing course for Public Schools consisted of 5 numbers sold at 5c. each. Each number consisted of 24 pages or a total of 120 pages at 25c. The new Ontario Blank Drawing Book for Public Schools consists of 144 pages and is sold at 5c. The former drawing course for High Schools consisted of 2 numbers at 10c. each. Each number contained 24 pages or 48 in all at 20c. The new Blank Drawing Book for High Schools consists of 48 pages and is sold at 5c. There is the usual trade discount of 20 per cent. in these cases.

STATISTICS OF PUBLIC SCHOOLS.

The statistics published in one of the appendices to this Report show that Public School salaries are still increasing throughout the Province, but particularly in the Urban Schools. In a few counties there are slight decreases in the Rural School salaries. The average salary for male teachers has increased in five years by 34, and that for female teachers by 33 per cent. Herewith is given a comparative statement of the salaries for the years 1903 and 1908, and also for 1907, in order that the last yearly increases, as well as the increases for five years, may be shown:

	Male.	Female.	Highest salary.
Rural Schools, 1903	\$372	\$283	\$ 850
	458	379	900
	462	382	1,000
Urban Schools, 1903	743	395	1,600
	907	453	1,900
	995	516	2,000
F'rovince, 1903	465	324	1,000
	596	420	1,900
	624	432	2,000

The large increase in the salaries paid in 1908 over 1907 by the Urban School Boards is doubtless due to the Special Grants last year to these schools for teachers' salaries.

There is noticed for the first time in over forty years a slight increase in the percentage of men engaged in teaching in the Public Schools. In 1907 the percentage of male teachers was 18.02, while in 1908 it had increased to 18.26. This increase and turning of the tide has been brought about by the marked annual increases in teachers' salaries during the last five years, as a result to a large extent of the increased Provincial Grants.

There was an increase of 144, from 4,602 in 1907 to 4,746 in 1908, in the number of teachers with First and Second Class certificates, whilst the number of District and Temporary certificates, etc., under the heading "Other Certificates," decreased by 65, or from 1,839 to 1,774.

The enrolled attendance increased in the year by 5,003, or from 448,218 to 453,221, and the average attendance from 59.45 to 60.05 per cent. of the aggregate. Practically the whole of this increase took place in the Urban Schools,

the attendance in the Rural Schools remaining stationary. In five years the Urban School attendance has increased from 42.12 to 46.53 per cent. of the whole.

There has been an increase in five years of 56 per cent. in the school expenditure, the total for 1903 being \$5,077,869, while that for 1908 was \$7,943,-826. In 1907 \$7,556,179 was expended. The expenditure per pupil of average attendance was \$19.51 for 1903, \$28.35 for 1907, and \$29.17 for 1908; the increase in five years being 49 per cent. For the same period the legislative grants increased by 97 per cent., or from \$390,156 in 1903 to \$770,426 in 1908. In 1907 the amount was \$655,239. The total amounts expended for teachers' salaries were \$3,309,993, \$4,389,524 and \$4,643,571 respectively for the years 1903, 1907 and 1908; there being an increase of 40 per cent. in five years. It will thus be seen that whilst the legislative grants to these schools have nearly doubled, or increased by 97 per cent. in five years, and the total expenditure has increased by 49 per cent., the amount expended on teachers' salaries by the school boards has increased only 40 per cent.

The increases in these items for the preceding five years, that is, from 1898 to 1903, were as follows:—Legislative grants, 6 per cent., total expenditure, 15

per cent., and teachers' salaries 13 per cent.

The Continuation Schools taking up High School work in connection with the Public Schools are referred to in another portion of this Report. In 1908 there were 120 of these schools, an increase of 13 over the preceding year. There was an attendance of 5,317, or 573 more than in 1907.

STATISTICS OF HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

There were 145 secondary schools in 1908, an increase of two over the preceding year. The expenditure increased from \$1,213,697 to \$1,385,832. cost per pupil of average attendance increased from \$65.65 to \$69.77.

The average salaries are: \$1,430 for principals, \$1,224 for male assistants, and \$841 for female assistants, showing increases of \$53, \$50 and \$26 respectively.

The highest salary paid is \$3,500.

The enrolled attendance increased by 1,581, or from 30,331 in 1907 to 31,912 in 1908. These pupils came from the following classes in the proportions specified:

Commercial	05 00	
Agricultural Professional	25.83 per	cent.
Professional	27.91	+6
		44
Title that the title to the tit	110 70	4.6
		4.6
Other callings	7 40	46
	1.40	**

Those who left these schools during the past year intended to enter various occupations as below:-

Mercantile life	20.00
Agriculture	20.89 per cent.
TOTOGOTOR OF THE WIND A THE WIND A THE	1 01 11
Teaching profession	4.01
Other profession	17.10 "
O their professions	F 00
Other occupations	40.00
	40.37 "

REPORT ON TRAINING SCHOOLS.

The reorganization of the Training School System was undertaken with the purpose of providing the Province with a very much larger proportion of teachers possessing advanced professional training. The Normal Schools are now organized with full staffs and complete modern equipment. It is satisfactory to note that the number of applicants for admission has been sufficient to fill the schools to their utmost capacity. Over nine hundred graduated at the close of last session. The schools have again their full complement of students, and it is expected that one thousand more teachers will be added to the permanent teaching force at the end of the present term.

With a view of giving teachers a fuller appreciation of the agricultural interests of the country, and to prepare them more directly for service in the rural schools, those who graduated from the Normal Schools at Easter were given, through special arrangement with the Department of Agriculture, the privilege of taking a course of study in the Agricultural College at Guelph, during the months

of April, May, and June.

The Training School at North Bay, to meet the needs of the schools in New Ontario, was opened in September. In accommodation and equipment it is identical with the other Normal Schools, but in addition to offering the ordinary Normal School course of study it provides a special Model School course for those preparing to teach in the newer districts.

Respectfully submitted,

R. A. PYNE,

Minister of Education.

Toronto, 1st February, 1910.

COMPARATIVE SCHOOL STATISTICS, 1867-1908.

I. PUBLIC SCHOOLS (INCLUDING SEPARATE SCHOOLS).

These tables, 1, 2, 3, 4, and 5, for the purpose of comparison with previous years in which the Separate Schools were included with Public Schools, include Roman Catholic and Protestant Separate Schools. In the Statistical Tables, A, B, C, D, E (Appendix A), the R. C. Separate Schools are excluded.

1.—School Population—Attendance.

The School population of the Province, as ascertained by the assessors, is given in the third column of the following table:

Year.	School age.	School population.	Pupils enrolled under 5.	Pupils enrolled 5 to 21.	Pupils enrolled over 21.	Total number of enrolled pupils.	Average daily attend- ance,	Percentage of average attendance to total number attending school.
1867 1872 1877 1882 1887 1892 1897 1902 1907 1908	5—16 5—16 5—16 5—16 5—21 5—21 5—21 5—21 5—21 5—21	447,726 495,756 494,804 483,817 611,212 595,238 590,055 584,512 590,285 596,713		a380,511 a433,664 488,553 469,751 491,242 483,643 481,120 452,977 447,452 452,374	b21,132 b20,998 877 409 401 391 272 110 75 84	401,643 454,662 490,860 471,512 493,212 485,670 482,777 454,088 448,218 443,221	163,974 188,701 217,184 214,176 245,152 253,830 273,544 261,480 266,503 272,190	40.82 41.50 44.25 45.42 49.71 52.26 56.66 57.58 59.45 60.05

a 5—16. b Other ages than 5 to 16. Note.—Kindergarten and Night School pupils are not included in above tables.

An increase of 5,003 in the enrolled attendance, and of 5,687 in the average attendance, for 1908, are shown in the above table.

The percentage of average daily attendance to enrolled attendance increased from 59.45 to 60.05.

The following table compares the attendance and gives the percentages from rural and from urban municipalities for several years:

Year.	Attendance in Rural Schools.	Attendance in Urban Schools.
1903 1907 1908	242.247 or 54.05% of total	189,661 or 42.12% of total 205,971 or 45.95% of total 210,893 or 46.53% of total

1867..

1882.. 1887.. 1892.. 1897..

2.—Classification of Pupils.

Year.	1st Reader—Parts I, and II.	2nd Reader.	3rd Reader.	4th Reader.	5th or High School Reader.	Writing.	Arithmetic.	Drawing (Art),
	79,365 160,828 153,630 165,834 192,361 187,947 181,375 176,503 172,746 175,566	98,184 100,245 108,678 106,229 100,533 96,074 91,330 85,732 84,622 84,072	89,371	83,738	10,357 10,238 13,370 21,076 17,485 15,727	445.316 448,218	469,445 470,813 471,860 449,577 448,218	5,450 51,632 153,030 170,432 370,000 405,339 448,113 491,030 494,135 399,646

Year.	Geography.	Music,	Physiology and Hygiene.	English History.	Canadian History.	Composition.	Crammar.
1867. 1872. 1877. 1882. 1887. 1892. 1897. 1902. 1907.	272,173 327,139 375,951 280,517 316,791 334,947 342,189 318,755 336,073 335,788	274,493	71,525 171,594 215,343 194,459 249,324	106,282 139,212	114,141 147,451 169,627 163,672 195,266	357,969	147,412 176,044 225,977 209,184 270,866 294,331 310,767 290,172 222,745 222,174

* History.

The following table classifies the pupils in the various readers, as to rural and urban schools, for the years 1904, 1907 and 1908.

	Year.	First Reader Part I.	First Reader Part II.	Second Reader.		Fourth Reader.		Totals.
Rural Schools		60,784 60,470 61,826 44,456 52,082 53,445	31,538 31,363 27,800 28,656	46,219 44,810 37,299 38,403	48,247 48,348 39,814 41,124	46,815 47,101 35,815 38,937	8,958 8,880 6,304 6,769	253,133 242,247 242,328 191,488 205,971 210,893

3.—Teachers' Certificates.

Year.	Public School teachers.	Male,	Female.	1st class.,	2nd class.	3rd class.	Other certificates, including old County Board, etc.	Number of teachers who attended Normal School.
1867.	4,890	2,849	2,041	1,899	2,454	386	151	666
1872.	5,476	2,626	2,850	1,337	1,477	2,084	578	828
1877.	6,468	3,020	3,448	250	1,304	3,926	988	1,084
1882.	6,857	3,062	3,795	246	2,169	3,471	971	1,873
1887.	7,594	2,718	4,876	252	2,553	3,865	924	2,434
1892.	8,480	2,770	5,710	261	3,047	4,299	873	3,038
1897.	9,128	2,784	6,344	343	3,386	4,465	934	3,643
1902.	9,367	2,294	7,073	608	4,296	3,432	1,031	4,774
1907.	9,893	1,783	8,110	715	3,887	3,452	1,839	4,587
1908.	10,085	1,842	8,243	767	3,979	3,565	1,774	4,739

NOTE.-Kindergarten and Night School Teachers are not included in above table.

The number of men in the teaching profession, for the first time in many years, increased, as shown in above table. The percentage of men in 1907 was 18.02, while in 1908 it had increased to 18.26.

The number of teachers and the class of the certificates, in the Public Schools alone, in each County and District of the Province will be found on pages 22 and 23 of this Report.

The following table classifies the teachers and certificates as to rural and urban schools for four years:—

	Public 8	School Te	eachers.	Certificates.				
	Total.	Male.	Female.	1st Class.	2nd Class.	3rd Class.	Other Class,	
Rural Schools, 1904	5,974 6,038 6,107 3,580 3,855 3,978	1,469 1,201 1,254 606 582 588	4,505 4,837 4,853 2,974 3,273 3,390	152 180 207 483 535 560		289 373	1,237 1,187 560 602	

4.—Teachers' Salaries and Experience.

Teachers' Salaries.

Year.	Highest salary paid.	Average salary, male teacher, province.	Average salary, female teacher, province.	Average salary, male teacher, cities.	Average salary, female teacher, cities.	Average salary, male teacher, towns.	Average salary, female teacher, towns.	Average salary, male teacher, incorporated villages.	Average salary, female teacher, incorporated villages.	*Average salary, male teacher, rural schools.	*Average salary, female teacher, rural schools.	. H	Average salary, female (cacher, all urban schools,
1867. 1872. 1877. 1882. 1887. 1892. 1897. 1902. 1907.	\$ 1,350 1,000 1,100 1,100 1,450 1,500 1,600 1,900 2,000	\$ 346 360 398 415 425 421 391 436 596 624	\$ 226 228 264 269 292 297 294 313 420 432	\$ 532 628 735 742 832 894 892 935 1,157 1,305	\$ 243 245 307 331 382 402 425 479 592 623	\$ 464 507 583 576 619 648 621 667 800 837	\$ 240 216 269 273 289 298 306 317 406 423	\$ 659 684	\$ 372 383	\$ 261 305 379 385 398 383 347 372 458 462	\$ 189 213 251 248 271 269 254 271 379 382	907	\$ 453 516

^{*}Incorporated villages included from 1867 to 1902 inclusive.

In Table C, pages 22 and 23, the salaries for 1908 of the Public School teachers of the various Counties and Districts are given separately, and summarized for the cities, towns and villages.

Teachers' Experience.

The length of service or experience of the teachers engaged in the Public Schools is shown in Table C, pages 24 to 27, where the numbers who have taught from less than one year up to forty years and over are given for each year.

5.—Receipts and Expenditures.

		Recei	ipts.				Expendi	tures.	- Miles	
Year.	Legislative grants.	Municipal school grants and assessments.	Clergy reserve funds, balances and other sources,	Total receipts.	Teachers' salaries.	Sites and building school houses.	Libraries, maps, appara- tus, prizes, etc.	Rent, repairs, fuel and other expenses.	Total expenditure.	Cost per pupil.
1867 1872 1877 1882 1887 1892 1902 1907 1908	225,318 251,962 265,738 268,722 283,791 366,538 383,666	3,361,562 3,959,912	541,460 730,687 757,038 978,283 1,227,596 1,260,055 1,422,924	2,530,270 3,405,081 3,469,990 4,331,357 4,811,899 4,988,155 5,766,502	\$ 1,093,517 1,371,594 2,038,099 2,144,449 2,458,540 2,752,629 2,886,061 3,198,132 4,389,524 4,643,571	477,393 341,918 544,520 427,321 391,689 432,753 1,220,820	47,799 47,539 15,583 27,509 40,003 60,585 86,723 213,096	331,928 510,458 525,025 711,535 833,965 877,335 1,107,552	\$ 1,473,189 2,207,364 3,073,489 3,026,975 3,742,104 4,053,918 4,215,670 4,825,160 7,556,179 7,943,826	\$ c. 3 67 4 85 6 26 6 42 7 59 8 40 8 73 10 62 16 85 17 52

Large increases in the Government and Municipal grants for 1908 over 1907, and consequently an increased expenditure, are shown in the above table. The expenditure per pupil of enrolled attendance increased from \$16.85 to \$17.52, and from \$28.35 to \$29.18 per pupil of average attendance.

The following tables show the increases since 1902:—

Average cost per pupil (enrolled attendance).

Sites and buildings1902.Teachers' salaries7.04All other expenses2.63	1907. \$ 2.72 9.79 4.34	1908. \$ 3.13 10.24 4.15
For all purposes\$10.62	\$16.85	\$17.52
· Average cost per pupil (average attendance)	•	
Sites and buildings \$ 1.65 Teachers' salaries 12.23 All other expenses 4.57	1907. \$ 4.58 16.47 7.30	1908. \$ 5.21 17.06 6.91
For all purposes	\$28.35	\$ 29.18

The cost per pupil (enrolled attendance) for 1908 in the Public Schools alone will be found on pages 38 and 39 of this Report, and for the R. C. Separate Schools on pages 44 and 45. The expenditure will there be shown as to rural schools, cities, towns and villages, separately.

II. ROMAN CATHOLIC SEPARATE SCHOOLS.

	Scho	ols—T —Pup	eachers ils.	Nı	amber of	Pupils in	the va	rious F	Branche	es of In	struction	
1867 1872		Teachers.	18,924 21,406	30,749 10,749 13,699		Geography.	Composition.	Grammar.	Drawing (Art.)	Physiology and Hygiene.	52,521 English History.	Canadian History.
1877 1882 1887 1892 1897 1902 1907 1908	185 190 229 312 340 391 449	334 390 491 662 752	24,952 26,148 30,373 37,466 41,620 45,964 51,502 53,551	15,099 17,932 21,052 27,824 35,565 39,724 45,964 51,502 53,551	17,961 21,524 28,501 25,936 40,165	13,154 13,900 19,608	22,755 26,071 27,409 35,550	11,174 11,695 18,678 22,755 26,071 27,409 23,185	7,548 21,818 32,682 36,462 41,952 36,844	2,033 8,578 11,056 18,127 14,687 23,552	5,076 6,713 6,828 7,544 11,328	7,931 11,483 13,134 15,035 19,971

^{*}History.

II. ROMAN CATHOLIC SEPARATE SCHOOLS .- Continued.

		Recei	ipts.		Expenditure.							
Year.	Legislative grants.	Municipal school grants and as- sessments.	Balances sub- scribed and other sources.	Total receipts.	Teachers' salaries.	Sites and build- ing school houses.	Libraries, maps, apparatus, prizes, etc.	All other purposes.	Total expenditure.	Cose ger pupil.		
1005	\$ 9,993	\$ 701	\$ \$	\$	\$	\$	\$	\$	\$ 770	\$ c.		
1867 1872	9,995 12,327	26,781 41,134	11,854 15,349	48,628 68,810				†7,889 †15,993	42,719 61.817	2 26		
1877	13,607	72,177	34,482	120,266	70.201	24,510	2,811	17.284	114,800	2 88		
1882	14,382	97.252		166,739	84.095		1.303	32,082	154.340	5 13		
1887	16,808	147,639		229,848	112,293		3,624	46,369	211,027	5 95		
1892	21,043	206,698		326,034				71,335	239.838	7 71		
1897	26,675	224,617		335,324				86,350	302.169	7 26		
1902	30,472	293,348		485,503			6,158	118,173	485,441	9 47		
1907	40,524	442,316	308,540	791,380			15,991	229,793	714,170	19 86		
1908	56,348	521,436	266,284	844,068	323,303	190,029	20,012	228,248	761,592	14 33		

+Including all expenditure except Teachers' salaries.

An increase of 16 in the number of R. C. Separate Schools, and an increase of \$47,416 in the expenditure in 1908 are noticed in above tables. The expenditure per pupil of enrolled attendance increased from \$13.86 to \$14.22. Detailed statistics in reference to these schools will be found on pages 40 to 57 of this Report.

III. PROTESTANT SEPARATE SCHOOLS.

The following is a complete list of the Protestant Separate Schools of the Province:—No. 4, Gratton; No. 2, Hagarty; No. 6, North Plantagenet; No. 1, North Tilbury, L'Orignal, and Penetanguishene.

They were attended by 422 pupils in 1908. The whole amount expended for their maintenance was \$5,581.62. Two teachers held a Second Class, six a Third Class, and one a Temporary Certificate.

Complete statistics for these schools will be found on page 90.

IV. COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

The following statistics respecting Collegiate Institutes and High Schools will be found suggestive.

				Receipts.		E	Expenditu	re.	,	attend-	
Year.	Schools open.	Teachers.	Amount of fees.	Legislative grant,	Total receipts,	Paid for teachers' salaries.	Paid for sites and building school houses.	Total expenditure,	Pupils.	Percentage of average tendance to total atteance.	Cost per pupil.
1867 1872 1877 1882 1887 1892 1897 1902 1907 1908	104 104 112 128 130 134 143	332 398 522 579 593 750			\$ 139,579 223,269 357,521 373,150 529,323 793,812 767,487 832,853 1,611,553 2,001,307	253,864 327,452 472,029 532,837		\$ 124,181 210,005 343,710 343,720 495,612 696,114 715,976 769,680 1,213,697 1,385,832	7,968 9,229 12,348 17,459 22,837 24,390 24,472 30,331	60 61 58.97 60.94	\$ c. 21 80 26 36 37 24 27 56 28 38 30 48 29 35 31 45 40 01 43 42

^{*} Expenses for repairs, etc., included.

The expenditure per pupil of enrolled attendance in the High Schools increased from \$40.01 to \$43.42 in 1908 over the preceding year, while the total expenditure increased from \$1,213,697 to \$1,385,832.

The attendance is still on the increase as noticed above, and amounts to 7.04 per cent. of the number enrolled in the Public and Separate Schools.

If the number that attended Continuation Schools (not Fifth Classes or Forms) in 1908 were included with those that attended the High Schools and Collegiate Institutes, the total would be 37,229, or 8.31 per cent. of the remaining number enrolled in the Public and Separate Schools of the Province.

Although the number of pupils in the secondary schools in any one year is about one-twelfth of the number in the primary schools, the latter number is composed of many more years' enrolments. The pupils in the Public and Separate Schools remain on the average at least two and one-half times as long as those in the secondary schools. It follows that the proportion of pupils who attend the primary schools as compared with the numbers that ultimately reach the higher schools is as 12 is to $2\frac{1}{2}$, or, in other words, 20 per cent. of those pupils who reach the Fourth Reader extend their course to the secondary schools.

Average cost per pupil (enrolled attendance) per year:

	1902	1907	1908
Sites and buildings Teachers' salaries All other expenses	22 37	\$ c. 6 39 25 84 7 78	\$ c. 8 55 26 98 7 89
For all purposes	31 45	40 01	43 42

Average cost per pupil (average attendance) per year:

	1902.	1907.	1908.
	\$ c.	\$ c.	\$ c.
Sites and buildings Teachers' salaries All other purposes	3 07 37 93 12 34	10 49 42 40 12 76	13 74 43 35 12 68
For all purposes	53 34	65 65	69 77

2.—Classification of Pupils, etc.

			Engl	lish.	1		Mathematics.			
Year.	English Grammar.	English Composition.	Poetical Literature.	Geography.	Canadian History.	British History	Arithmetic and Mensuration.	Algebra,	Geometry.	Trigonometry.
1867	5,467 7,884 8,819 12,275 17,086 22,530 19,591 21,576 26,415 25,239	12,189 17,171 22,535 24,195 24,241 29,383	16,649 22,468 24,176 23,768	12,106 16,962 22,118 13,747 14,500 22,820	18,318 14,768 23,457	16,817 23,570		2,841 6,033 8,678 11,742 16,904 22,229 24,105 22,953 26,937 28,154	8,113 11,148 14,839 17,791 16,788 16,881 23,054	141 174 359 397 1,017 1,154 1,652 1,662 2,000 2,095

^{*} English Literature. + History.

2.—Classification of Pupils, etc.—Continued.

		Langu	lages.			Science	
Year.	Latin.	Greek,	French,	German.	Physics,	Chemistry.	Botany.
1867 1872 1877 1882 1887 1892 1897 1902 1907 1908	5,171 3,860 4,955 4,591 5,409 9,006 16,873 18,884 20,511 21,928	802 900 871 815 997 1,070 1,421 631 677 680	2,164 2,828 3,091 5,363 6,180 10,398 13,761 13,595 17,310 18,960	341 442 962 1,350 2,796 5,169 3,280 3,835 4,009	1,876 1,921 2,168 2,880 5,265 6,601 11,002 12,758 23,421 25,233	840 1,151 2,547 2,522 3,411 3,710 5,489 5,860 15,064 15,737	4,640 6,189 12,892 9,051 15,572 17,583

2.—Classification of Pupils, etc.—Continued.

Year.	Drawing (Art),	Bookkeeping,	Left for mercantile life.	Left_for agriculture.	Who joined a learned profession.	Who became school teachers.	Number of schools charging fees.	Number of free schools.
1867 1872 1877 1882 1887 1892 1897 1902 1907 1908	676 2,176 2,755 3,441 14,295 16,980 12,252 10,721 15,365 17,179	1,283 3,127 3,621 5,642 14,064 16,700 11,647 11,334 13,468 15,214	486 555 881 1,141 1,368 1,573 1,982 1,695	300 328 646 882 1,006 1,153 743 803 894	213 564 751 791 398 409 705 849 860	1,527 2,056 1,238 1,436 1,387	67 28 35 37 58 77 87 82 81 81	36 76 69 67 54 51 43 52 62 64

The statistics in detail of the various Collegiate Institutes and High Schools of the Province, for 1908, will be found on pages 58 to 89 of this Report.

V. TEACHERS' INSTITUTES.

This table presents the work of the Teachers' Institutes for thirty-two years:

									The same and the s	
	es.				Rece	ipts.		Expend	diture.	
Year.	No. of Teachers' Institutes.	No. of Members.	No. of Teachers in the Province. Amount received from government grants.! Amount received from municipal grants.			Amount received from members' fees.	Total amount received.	Amount paid for Libraries.	Total amount paid.	
877	42 62 66 69 73 77 81 83	4,395 6,781 8,142 7,627 8,515 9,319	7,594 8,480 9,128 9,367	1,950 00 2,425 00 2,515 00 2,850 00	1,920 00	901 15 1,171 80 1,671 32			7,188 45 7,487 41	

See pages 96 to 99 for details for 1908.

VI. DEPARTMENTAL EXAMINATIONS, ETC.

1.—Table showing the Number of Teachers in Training at Provincial Normal Schools, and the pupils at the Normal Model Schools in connection therewith, etc., 1877-1909.

Year.	No. of Normal School teachers.	No. of Normal School students admitted.	No. of Normal Model School and Kinder- garten teachers.	School and Kinder-
1877	13	257	8	643
	16	260	15	799
	13	441	18	763
	12	428	22	842
	13	407	23	832
	16	619	31	958
	*35	428	38	979
	*62	1,149	37	925
	*68	1,163	*37	903

^{*}Including those engaged in both a Normal and a Model School.

2.—Entrance Examinations, 1877-1909.

Year.	No. of Candidates examined.	No. of Candidates who passed.
1877.	7,383	3,836
1882.	9,607	4,371
1887.	16,248	9,364
1892.	16,409	8,427
1897.	16,384	10,502
1902.	18,087	13,300
1907.	22,144	15,430
1908.	-23,218	15,291
1909.	23,878	14,790

3.—Academic Teachers' Examinations, 1909.

Examinations.	Total number of Candidates.	Number passed.	Number of Appeals.	Number passed on Appeals.	Total number passed.	Passed on Teachers' Report.	Percentage.
Model Entrance Normal Entrance Faculty Entrance, Part I. Faculty Entrance, Part II. Commercial Specialist. Art Specialist Total Candidates for Teachers'	292 3,401 742 487 18 5	82 1,324 185 149 7	54 26 26 4	1 1	82 1,325 186 149 7	35 327 42 28	28.08 38.95 25.06 30.59 38.88
Examinations	4,945	1,747	110	2	1,749	432	35.37
Number of Junior Matricula Number of Honour Matricul Number of Scholarship Can	ation Ca	didates ndidates		* * * * * * * * * * * * * * * * * * * *			3,562 213 106





APPENDICES.

APPENDIX A.—STATISTICAL TABLES.

THE PUBLIC SCHOOLS.

I. Table A.—School Population, Attendance, etc.

					· ·				
Rural Schools.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
1 Brant 2 Bruce 3 Carleton 4 Dufferin 5 Dundas 6 Durham 7 Elgin 8 Essex 9 Frontenac 10 Glengarry 11 Grey 12 Haldimand 13 Haliburton 14 Halton 15 Hastings 16 Huron 17 Kent 18 Lambton 19 Lanark 20 Leeds and Grenville 21 Lennox and Addington 22 Lincoln 23 Middlesex 24 Norfolk 25 Northumberland 26 Ontario 27 Oxford 28 Peel 29 Perth 30 Peterborough 31 Prescott and Russell 22 Prince Edward 33 Renfrew 34 Simcoe 35 Stormont 36 Victoria 37 Waterloo 38 Welland 39 Wellington 40 Wentworth 41 York 42 Algoma, Manitoulin, etc. 43 Muskoka 44 Nipissing 5 Parry Sound 46 Rainy River & Thunder Bay	9,608 6,710 3,852 3,447 3,840 5,803 11,402 6,135 4,947 13,138 4,091 1,972 3,254 10,004 10,622 8,583 4,962 8,586 4,489 3,521 10,405 4,935 5,432 7,407 8,299 4,348 8,238 4,645 11,838 4,645 11,838 2,749 11,738 13,845 4,607 5,116 6,365 4,495 8,272 6,163	6 12 23 15 26 9 7 9 42 13 30 55 18 33 3 29 7 11 27 15 13 7 12 12 12 12 12 12 12 12 12 12 12 12 12	6,821 5,515 3,307 3,357 4,467 5,815 4,977 3,328 10,374 2,892 1,591 2,297 7,361 7,327 6,577 6,420 3,579 6,848 2,789 7,371 4,065 5,573 5,898	1 2 2 1 2 4 1 1 4 1 1 4	3,058 6,833 5,542 3,330 3,067 3,067 5,824 5,023 3,341 10,429 2,897 1,611 2,297 7,330 6,607 6,428 3,590 6,607 6,428 3,590 6,876 6,876 6,876 5,885 5,888 3,066 2,802 7,378 4,107 5,585 5,888 3,069 5,246 4,273 2,369 7,075 4,281 2,369 7,075 4,281 2,369 4,048 4,272 3,466 4,710 11,812 6,170 11,812 6,170 6,1	1,616 3,568 2,931 1,800 1,682 1,701 2,394 2,930 2,650 1,774 5,491 1,525 844 1,242 3,808 3,512 3,417 1,865 3,530 3,512 3,417 1,865 2,163 2,855 3,094 1,664 2,780 1,881 2,257 1,219 3,695 5,669 1,658 2,108 2,323 2,455 6,251 3,191 3,191 3,695 1,658 2,108 2,323 2,455 6,251 3,191 3,191 3,695 1,658 2,108 2,323 2,455 6,251 3,191 3,191 3,191 3,695 1,658 2,108 2,323 2,455 6,251 3,191 3,	1,442 3,265 2,611 1,530 1,385 1,665 2,081 2,894 2,373 1,567 4,938 1,372 767 1,055 3,594 3,005 3,011 1,725 3,326 3,095 3,011 1,725 3,230 2,804 1,405 2,730 2,804 1,405 2,466 1,844 1,150 3,372 5,326 1,844 1,150 3,372 5,326 1,844 1,150 3,372 5,326 1,844 1,150 3,372 5,326 1,844 1,150 3,372 5,326 1,844 1,150 3,372 5,326 1,844 1,150 3,372 5,326 1,844 1,150 3,372 5,326 1,844 1,150 3,372 5,326 1,844 1,150 3,372 5,326 1,844 1,150 3,372 5,326 1,844 1,150 3,372 5,326 1,844 1,150 3,372 1,686 2,133 1,038	1,745 3,862 1,611 1,686 1,815 2,484 1,554 5,416 1,824 647 1,219 3,559 4,514 3,782 1,430 4,380 2,173 2,249 1,430 4,380 2,173 2,249 1,430 4,380 2,173 2,249 1,430 4,380 2,173 2,249 1,430 4,380 2,173 2,249 2,4851 3,357 1,646 1,165 3,369 1,648 2,078 2,634 1,969 2,545 6,475 2,862 1,582 1,582 1,582 1,582 1,582 1,582 1,582 1,582 1,582 1,582 1,582 1,582 1,582 1,582 1,582	57 57 55 54 55 54 55 54 55 54 55 54 55 54 55 56 60 61 55 51 59 53 55 51 57 53 60 61 55 51 51 51 51 51 51 51 51 51 51 51 51

THE PUBLIC SCHOOLS-Continued.

I. Table A.—School Population, Attendance, etc.—Continued.

1 Belleville	between 5 and 21 years of age.	Pupils between 5 and 21 years of age, 29 69 29 age. Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average da attendance pupils.	Percentage of average to total attendance.
2 Brantford 3 Chatham 4 Fort William 5 Guelph 6 Hamilton 7 Kingston 8 London 9 Niagara Falls 0 Ottawa 22	4,284 2,542 3,009	3,069 1			767	0.05	
1 Peterborough 2 Port Arthur 3 St. Catharines 4 St. Thomas 5 Stratford 6 Toronto 7 West Toronto 8 Windsor	5,635 5,888 9,091 2,013 2 1,726 1 3,050 1,944 2,633 3,175 2,716	1,428 1,721 8,722 2,453 6,198 1,203 6,956 2,032 1,252 1,483 1,918 1,659 34,249 2,148 1,780	1,506 1,428 1,721 8,722 2,453 6,198 1,205 6,957 2,032 1,252 1,483 1,918 1,659 34,257 2,148 1,780	1,548 730 700 831 4,484 1,219 3,152 627 3,488 1,043 608 713 943 843 843 1,082 932 664	1,522 776 728 890 4,238 1,234 3,046 578 3,469 989 644 770 975 783	965 2,080 1,122 825 1,264 6,235 1,856 4,253 822 4,783 1,511 786 1,007 1,497 1,230 23,803 1,314 1,315 1,005	61 68 74 58 73 71 75 68 68 69 74 63 68 78 74 69 65 74 73
	19,527 10	82,723	82,735	41,845	40,890	57,753	69.8
5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford 21 Carleton Place 22 Chesley 23 Clinton 24 Cobalt. 25 Cobourg 26 Collingwood 27 Conner Cliff	683 *566 787 1,109 1,329 524 507 1,850 2,628 *393 491 157 *156 616 991 810 2,424 284 284 284 284 287 413 857 413 857 413 1,032 621 621	402 352 310 609 314 391 1,134 1,728 391 1,184 1,728 391 47 190 456 780 503 1,216 243 221 604 818 386 428 414 529 1,268 389 656 572 407	314 391 1,134 1,728 391 338 477 1 191 456 780 523 1,216 604 428 428 428 428 429 1,268 389 656 572 407 606		232 264 627 199 310 304 209 301	383 258 428	61 62 41 71 74 69 71 44 71 68 62 70 67 63 70

THE PUBLIC SCHOOLS.—Continued.

I. Table A.—School Population, Attendance, etc.—Continued.

I. Table A.—School	Popul	ation	, Attend	dance	e, etc.—	-Contin	ued.		
Towns.—Con'd.	School population between 5 and 21 years of age.	de	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
83 Pembroke	*643 386 1,539 633 625 1,430 210 307 1,421 652 496 152 497 *1,926 555 *671 289 *483 574 *1,497 480 451 463 671 587 741 1,334 1,089 *577 *1,686 1,68	1	301 268 1,334 794 623 331 573 574 454 290 157 488 556 739 160 203 414 106 430 1,034 417 355 141 82 434 41,084 452 320 310 500 470 465 771 275 492 1,065 1,065 1,065 1,057 613 387 702		1,283 132 301 268 1,335 794 623 331 574 454 290 157 489 556 739 160 1,000 393 414 107 430 1,034 417 355 141 82 434 1,084 452 320 310 500 470 465 202 656 771 275 575 245 1,066 1,767 613 702	664 73 151 127 72 679 400 312 160 299 261 217 130 86 62 249 271 375 76 112 514 191 191 528 211 182 811 182 811 38 218 569 232 249 249 211 152 86 249 211 152 88 211 152 88 211 152 88 211 152 88 211 153 88 211 153 88 211 154 211 155 211 155 211 211 211 211 211 211	619 59 150 141 89 656 394 311 171 275 256 237 160 241 240 285 364 486 202 223 536 219 506 206 173 60 44 216 515 220 231 167 158 260 231 240 240 240 240 240 240 240 240	716 45 202 179 1,016 518 444 186 337 198 322 194 90 328 379 511 88 162 629 274 267 57 318 776 298 142 90 48 307 676 305 230 220 340 270 320 340 270 320 340 271 1,260 251 1,260 251 1,260 436 433	56 34 67 61 62 61 62 63 64 63 64 63 64 64 64 65 67 61 61 62 63 64 64 64 64 65 67 67 68 69 61 61 62 63 64 64 65 65 65 65 65 65 65 65 65 65
85 Perth 86 Petrolea 87 Picton 88 Port Hope	947 953 829 1,195		413 671 530 753	• • • •	413 671 530 753	224 345 288 367	189 326 242 386	300 490 332 530	72 73 63 70

^{*}Figures of preceding year.

THE PUBLIC SCHOOLS.—Continued.

I. Table A.—School Population, Attendance, etc.—Concluded.

	Towns.—Con'd.	School population between 5 and 21 years of age.	years of age.	Fupils between 5 and 21 years of age.	years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	average to total
90 91 92 93 94 95 96 97 98 98 99 100 101 111 111 111 111 111 111 111	Preston Rainy River Renfrew Ridgetown Rockland St. Mary's Sandwich Sarnia Sault Ste. Marie Seaforth Simcoe Smith's Falls Southampton Stayner Steelton Strathroy Sturgeon Falls Sudbury Thorold Tillsonburg Trenton Uxbridge Vankleek Hill Walkerton Walkervon Welland Webbwood Welland	662 +1,300 819 700 189 768 649 947 517 530 723 701		411 479 177 427 370 74 496 18 1,533 1,278 311 577 1,079 380 297 476 498 277 318 481 159 421 460 560 354 157 357 406 662 520 193 540 387 38		230 411 479 177 427 370 74 496 181 1,533 1,278 311 577 1,079 380 297 476 498 277 318 487 159 422 460 560 354 157 406 665 520 193 193 194 195 196 197 198 198 198 198 198 198 198 198 198 198	107 195 224 82 224 185 37 265 102 771 630 161 279 517 195 155 250 240 241 166 261 279 279 279 279 279 279 279 279 279 279	123 216 255 95 203 185 37 231 762 648 150 298 562 185 142 226 258 136 152 239 92 216 200 299 182 333 3242 100 268 173 291 234 32,102	156 284 334 107 311 241 51 332 108 1,114 825 217 374 791 260 200 266 364 175 207 241 112 231 314 365 216 114 263 283 396 421 102 326 242 392	68 69 70 60 73 65 69 67 60 72 64 70 65 73 68 67 73 63 65 49 70 55 68 67 70 56 88 67 70 56 88 67 70 68 69 70 60 72 68 69 70 60 70 60 70 60 60 70 60 60 60 70 60 60 60 60 60 60 60 60 60 6
2 3	Totals. Rural Schools Cities Towns Villages	309,741 149,527 103,673 33,772		225,514 82,723 64,184 26,402	$\frac{2}{12}$	64,213	13,321	40,890 32,102 13,106	42,392 17,146	66.03 64.88
5 6	Grand Totals, 1908 Grand Totals, 1907	596,713 590,285	691	395,950	75	396,716	203,374	193,342	233,003	58.73
7	Increases	6,428		2,878				40.48		
8	Percentages		.19	99.79	.02		51.52	10.41	30.50	

^{*}Figures of preceding year.

THE PUBLIC

II.—Table B.—Number of Pupils in the

2 Bruce		1						
1 Brant				Rea	ding.			
2 Bruce	Rural Schools.	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Art.
	2 Bruce 3 Carleton 4 Dufferin 5 Dundas. 6 Durham 7 Elgin. 8 Essex 9 Frontenac 10 Glengarry 11 Grey 12 Haldimand 13 Haliburton 14 Halton 15 Hastings 16 Huron 17 Kent 18 Lambton 19 Lanark 20 Leeds and Grenville 21 Lennox and Addington 22 Lincoln 23 Middlesex 24 Norfolk. 25 Northumberland 26 Ontario. 27 Oxford 28 Peel 29 Perth 30 Peterborough 31 Prescott and Russell 32 Prince Edward 33 Renfrew 34 Simcoe 35 Stormont 36 Victoria 37 Waterloo 38 Wellington 40 Wentworth 41 York 42 Algoma and Manitoulin 43 Muskoka 44 Nipissing. 45 Parry Sound	1,625 1,245 786 765 615 941 1,695 1,226 1,039 2,660 646 550 2,260 1,241 1,726 1,551 777 1,402 818 714 1,480 923 978 1,224 1,086 970 1,399 482 1,829 2,757 861 940 952 844 1,109 1,106 3,634 1,898 1,002 1,352 1,461	845 653 316 311 463 502 966 679 434 1,118 424 173 304 1,125 806 757 1,005 538 884 470 283 884 419 428 648 649 662 263 1,182 1,492 374 493 419 605 548 1,533 850 455 529	1,248 835 560 824 691 813 1,139 870 782 2,059 490 304 366 1,460 1,413 1,211 1,092 653 1,222 668 476 1,281 853 911 1,032 993 569 913 674 718 412 1,360 1,960 670 857 1,043 657 1,043 657 702 623 748	1,526 1,067 946 539 810 806 1,132 1,042 561 2,375 554 290 464 1,229 1,647 1,143 1,289 747 1,419 788 540 1,578 743 893 1,208 1,231 1,371 754 663 454 1,274 2,010 658 800 1,019 824 1,197 1,173 2,209 1,146 683 538 762	1,413 1,207 677 506 670 1,068 784 1,130 500 1,916 662 241 1,716 1,253 1,280 760 1,698 808 1,710 1,007 728 1,314 1,374 771 727 616 1,213 2,205 558 784 664 898 1,292 493 309 660	176 535 45 122 117 345 108 76 25 301 121 53 80 216 507 517 211 115 251 104 109 363 62 170 132 142 209 571 108 180 81 132 337 189 262 169 93 19 113	2,854 6,238 5,108 2,866 2,866 2,648 4,311 4,968 2,736 2,736 6,025 5,803 5,356 3,590 4,107 3,334 2,052 7,162 3,898 3,047 5,121 4,569 2,606 4,929 2,999 3,287 2,214 5,383 9,901 12,764 3,620 3,806 3,124 4,800 4,455 11,436 5,16

CHOOLS.—Continued.

arious Branches of Instruction.

$\begin{array}{cccccccccccccccccccccccccccccccccccc$									
12 4,520 3,454 5,174 5,060 3,305 2,183 3,121 3,527 3 3,824 2,207 4,287 4,129 3,374 2,453 2,993 2,507 5 2,547 1,602 2,554 2,535 1,451 979 1,322 1,611 1,845 7 3,595 2,575 3,588 3,759 2,707 2,029 2,575 2,720 8 3,655 1,335 3,343 4,230 2,254 1,106 2,2689 4,453 10 1,938 715 2,029 2,019 1,084 648 1,701 2,009 1,841 11 7,650 5,032 7,811 7,774 5,476 3,129 4,609 6,178 12 2,123 2,136 2,325 2,384 1,582 1,097 1,350 1,341 14 1,537 1,084 1,788 1,781 1,214 701 999 1,324		Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.	
100,201 100,000 100,120	$\begin{smallmatrix}2&3&4&5&6&7&8&9&10\\11&12&13&14&15&16&17\\11&12&13&14&15&16&17\\11&12&2&2&2&2&2&2&2&2&2&2&2&2&2&2&2&2&2$	3,824 2,431 2,547 2,485 3,595 3,655 3,036 1,938 7,650 2,123 942 1,537 5,545 4,602 2,545 3,849 2,724 1,934 5,830 3,267 2,846 3,968 2,277 3,982 2,765 2,469 1,821 3,899 8,428 2,267 3,852 2,2765 2,469 1,821 3,899 8,428 2,267 3,055 2,974 2,624 3,838 3,425 2,974 4,032 2,744 1,378 2,244 1,378 2,447 1,284	3,454 2,207 1,657 1,602 1,309 2,575 1,338 715 5,032 2,136 481 1,084 3,932 2,739 2,969 2,742 7,742 1,843 1,118 1,466 5,341 2,504 1,479 2,531 2,446 1,350 5,156 965 1,538 781 1,985 3,205 1,965 1,	4,287 2,523 2,554 2,664 3,588 3,343 2,734 2,029 7,811 2,325 1,084 1,788 6,196 6,243 5,004 4,600 2,850 3,944 2,744 1,921 6,165 3,336 3,206 4,707 4,102 2,349 4,190 266 2,544 1,914 3,926 8,769 2,472 3,243 3,811 2,807 4,270 3,833 9,928 3,973 2,534 1,707 2,309 1,422	5,060 4,129 2,442 2,535 2,306 3,759 4,230 2,894 2,019 7,774 2,884 972 1,781 6,318 6,019 4,739 5,118 2,728 3,838 2,692 1,917 6,348 3,409 3,014 4,312 4,421 2,525 4,154 2,607 2,773 1,946 4,071 8,540 2,437 3,158 3,747 2,631 4,183 3,483 9,556 4,040 2,431 1,702 2,283 1,349	3,305 3,374 1,824 1,451 1,952 2,707 2,254 2,468 1,084 5,476 6,532 625 1,214 2,478 4,051 3,411 2,127 2,071 2,165 1,472 3,737 1,773 2,083 3,076 2,883 1,780 2,964 1,831 1,757 1,368 3,269 5,600 1,539 1,751 1,680 2,064 3,007 2,553 4,992 2,659 1,991 1,885 837	2,183 2,453 1,270 979 1,016 2,029 1,106 1,701 648 3,129 1,097 405 701 2,013 2,293 2,478 2,360 1,144 1,898 1,594 1,142 3,051 1,824 1,067 1,954 2,285 1,294 1,516 1,344 1,208 960 1,906 4,110 1,110 1,733 8663 1,311 1,906 1,357 3,879 1,697 1,053 565 1,099 644	3,121 2,993 1,461 1,322 1,253 2,575 2,069 2,002 1,103 4,609 1,350 529 939 3,076 3,620 2,985 2,856 1,508 2,312 1,790 1,345 3,805 2,255 1,421 2,339 2,492 1,455 2,664 1,715 1,661 1,152 2,346 1,502 1,902 2,587 2,149 4,770 2,404 1,509 874 1,551 724	3,527 2,509 1,845 1,611 1,439 2,720 4,453 1,841 1,587 6,178 1,341 2,706 3,226 3,226 3,226 3,226 1,338 3,190 1,929 1,282 4,464 2,796 1,599 2,381 2,650 1,377 2,096 1,434 1,720
		156,251	100,508	100,420	10.,200				J

THE PUBLIC

II.—Table B.—Number of Pupils in the

Rural Schools.	Nature Study.	Physical Culture.	Book-keeping,	Arithmetic and Mensuration.	Algebra.
1 Brant 2 Bruce 3 Carleton 4 Dufferin 5 Dundas 6 Durham 7 Elgin. 8 Essex 9 Frontenac 10 Glengarry 11 Grey 12 Haldimand 13 Haliburton 14 Halton 15 Hastings 16 Huron 17 Kent 18 Lambton 19 Lanark 20 Leeds and Grenville 21 Lennox and Addington 22 Lincoln. 23 Middlesex 24 Norfolk 25 Northumberland 26 Ontario 27 Oxford 28 Peel 29 Perth 30 Peterborough 31 Prescott and Russell 32 Prince Edward 33 Renfrew 34 Simcoe 35 Stormont 36 Victoria 37 Waterloo 38 Welland 39 Wellington 40 Wentworth 41 York 42 Algoma and Manitoulin 43 Muskoka 44 Nipissing 45 Parry Sound 46 Rainy River and Thunder Bay Totals.	2,581 5,282 4,499 2,628 2,522 2,443 3,697 4,045 2,519 2,860 8,530 2,710 649 1,828 6,660 5,467 5,288 5,806 3,026 3,473 3,027 1,964 6,569 3,864 3,205 4,062 2,442 4,553 2,366 2,970 1,988 2,963 8,470 3,206 2,442 4,553 2,366 2,970 1,988 2,963 8,470 3,206 2,442 4,553 2,366 2,441 4,306 3,823 9,430 4,642 2,884 2,431 4,306 3,823 9,430 4,642 2,880 1,169 1,967 947	1,800 3,086 1,963 1,438 1,554 1,550 2,647 1,972 1,456 652 5,098 2,471 1499 1,500 5,185 3,131 2,498 3,431 1,642 1,574 1,548 1,024 4,613 2,399 1,470 2,207 2,095 1,155 5,120 1,412 1,906 861 851 7,525 5,120 1,412 1,906 861 851 7,525 5,120 1,412 1,906 861 851 7,525 5,120 1,412 1,906 861 851 7,525 5,120 1,412 1,906 861 885 1,367 1,348 1,985 2,463 7,376 1,845 1,580 610 839 425 100,913	117 176 322 92 82 272 351 63 68 13 282 124 60 84 371 482 444 189 97 140 133 101 395 188 100 284 270 60 162 78 100 142 188 936 103 145 46 117 308 175 291 138 86 21 103 44	138 355 470 444 1111 180 964 421 408 15 595 142 47 92 418 567 511 322 119 311 80 118 786 148 119 661 344 62 196 61 102 186 195 999 169 169 169 169 178 188 188 188 195 195 196 196 197 197 198 198 198 198 199 199 199 199	114 162 489 55 113 112 317 96 67 16 274 116 51 75 195 471 405 194 94 130 131 131 354 62 159 115 103 131 182 594 101 148 53 118 316 173 247 152 87 152 173 174 175 175 175 175 175 175 175 175 175 175
		,	-,	20,000	.,.50

CHOOLS.—Continued.

								T	
Geometry.		Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 1 22 23 4 25 26 27 28 29 30 31 32 33 4 35 36 37 38 39 40 41 42 43 44 45 46 46	106 153 486 46 110 112 346 93 52 14 223 106 41 72 147 371 399 122 92 150 57 69 345 104 107 123 337 62 156 113 98 101 171 511 93 134 94 95 106 117 128 107 107 108 108 108 108 108 108 108 108	40 72 389 12 29 64 73 58 22 2 130 75 7 	41 21 226 4 226 4 49 730 14 2 3 19 16 70 4 54 29 21 3 32 26 51 10 19 35 1,825 34 98 393 39 26 8 8 98 393 39 26 8 8 88 86 22 78 188 188 2 1,211 5,675	24 21 18 27 26 27 27	1 99 363 95 56 65 215 144 44 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	23 9 112 58 6 16 85 110 3 134 2 23 8 26 9 49 9 5 9 49 9 5 9 4 9 6 9 4 9 5 9 6 9 8 9 8 9 8 9 8 9 8 9 8 9 8 9 8 9 8 9 8	208 87 1,475 9 84 1 9 97 391 222 2 3 1 1 1 1 1 5 8 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	3	20 7 7 8 7 23 7 25 7 25 8 8 8 8 8
	,	1							

THE PUBLIC

II. Table B.—Number of Pupils in the

							pirs in the
			Rea	iding.			
Cities.	1st Reader. Part I.	1st Reader. Part II.	2nd Reader.	3rd Reader.	4th Reader,	5th Reader.	Art.
1 Belleville. 2 Brantford 3 Chatham 4 Fort William 5 Guelph 6 Hamilton 7 Kingston 8 London. 9 Niagara Falls. 10 Ottawa. 11 Peterborough 12 Port Arthur 13 St. Catharines 14 St. Thomas 15 Stratford 16 Toronto 17 West Toronto 18 Windsor 19 Woodstock	530 651 338 533 384 1,520 678 1,154 428 1,497 536 393 409 404 300 7,429 613 737 389	244 479 225 226 222 1,253 315 761 125 931 330 156 230 195 266 4,186 315 207 167	259 457 288 225 250 1,205 351 1,494 192 903 415 202 211 414 275 7,067 372 267 210	210 749 313 259 510 2,323 553 1,386 234 1,661 365 275 382 410 454 7,547 372 337 254	333 631 342 185 237 1,873 556 1,403 226 1,634 386 226 251 495 364 6,951 476 232 350	103 118 548 331	1,576 2,652 1,506 1,428 1,603 8,664 2,453 6,198 1,111 3,295 2,032 1,252 1 074 1,918 1,659 33,319 2,148 1,780 1,307
Totals	18,923	10,833	15,057	18,594	17,151	2,177	76,975
Towns. 1 Alexandria 2 Alliston 3 Almonte 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford 21 Carleton Place 22 Chesley 23 Clinton 24 Cobalt 25 Cobourg 26 Collingwood 27 Copper Cliff 28 Cornwall 29 Deseronto 30 Dresden 31 Dundas 32 Dunnville	20 93 77 63 176 76 119 248 295 72 136 10 44 89 274 132 335 66 87 127 247 83 118 146 128 361 172 223 224 77 202 139	5 35 50 48 115 63 40 155 269 29 51 4 13 55 44 64 193 35 37 96 145 68 41 69 56 158 94 45 60 91 139 48	8 44 90 57 119 76 82 268 448 63 49 10 30 115 168 82 226 42 62 116 125 85 70 75 108 297 53 147 126 61 44 68	14 44 59 39 102 46 93 205 423 75 42 6 24 88 108 124 214 52 21 126 182 75 99 60 105 198 42 139 76 51 106 98	75 100 58 132 254 18 102 86 27 115	147 39 98 23 62 103 31 3 31 100	60 380 352 305 609 314 391 1,134 673 391 1,335 47 150 456 780 443 1,216 224 221 604 818 386 428 414 529 1,268 217 656 572 330 606 6397

SCHOOLS.—Continued.

	1	1	1					
	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History	Physiology and Hygiene.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19	1,323 2,612 1,506 665 1,345 8,166 1,739 6,198 777 3,626 2,032 859 1,074 1,918 1,659 32,543 1,220 836 894	1,576 2,685 1,506 1,428 1,603 8,679 2,362 6,198 6,957 2,032 1,918 1,659 33,391 1,963	1,499 2,855 1,506 900 1,716 8,147 2,210 6,198 777 3,323 2,032 859 844 1,918 1,659 30,613 2,148 1,043 814	1,409 3,070 1,506 900 1,718 8,325 1,884 6,198 777 3,626 2,032 859 1,074 1,918 1,659 32,209 2,148 1,043 604	$\begin{array}{c} 543 \\ 1,066 \\ 751 \\ 665 \\ 777 \\ 3,536 \\ 1,160 \\ 1,489 \\ 652 \\ 3,323 \\ 386 \\ 501 \\ 425 \\ 926 \\ 229 \\ 26,012 \\ 848 \\ 569 \\ 604 \\ \end{array}$	689 1,214 559 200 333 5,471 1,021 3,017 170 51 386 501 425 561	747 1,571 655 444 777 6,386 1,255 4,249 450 3,626 751 501 425 989 229 10,793 848 569 604	1,092 2,854 438 1,428 777 7,444 2,453 6,198 977 3,295 1,496 859 425 1,918 1,659 27,361 476 569 814
	70,992	73,957	71,061	72,959	44,462	21,512	35,869	62,533
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	40 380 352 295 433 314 391 1,081 1,728 290 219 37 191 312 780 345 1,216 123 37 477 452 235 310 414 345 1,268 123 656 572 330 265 265 262	386 354 414 529 1,268 656 410 307 6 600	386 428 414 346 717 126 656 657 300 304 400	780 384 1,216 100 134 477 818 8 428 414 345 7 1,268 8 122 6 565 6 572 3 330 4 600	729 100 97 265 288 156 177 414 237 459 3 459 3 124 3 241 2 81 2 176	121 463 716 197 59 23 134 109 780 152 729 100 13 6 156 8 62 1 80 1 100 4 14 7 132 2 1,268 3 28 1 241 1 65 1 165 8 178 1 266	109 153 180 219 414 345 1,268 70 241 572 178 2 265	219 414 345 1,268 28 388 572 78 606

THE PUBLIC

II. Table B.—Numbers of Pupils in the

			1010 15110		
Cities—Continued.	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra.
1 Belleville	1,359	1,576			
2 Brantford	2,967	3,070	103	103	
3 Chatham	1,506	1,506			
4 Fort William	1,428	1,428			
5 Guelph 6 Hamilton	1,603 8,587	1,603 8,132	115 548	118	118
7 Kingston	2,453	2,453	048	548 1,109	548
8 London	6,168	6,198			
9 Niagara Falls	845	777		328	
10 Ottawa	0.000	3,488	280	280	51
11 Peterborough	2,032 1,252	2,032		2,032	
13 St. Catharines,	1,483	1,483		425	
14 St. Thomas	1,918	1,918			
15 Stratford	1,659	1,659			
16 Toronto	21,784 $2,148$	32,630			
18 Windsor	1,780	1 780			• • • • • • • • •
19 Woodstock	814				
Total	C1 01C	71 700	0:055	20, 400	
10ta1	61,816	71,733	3,055	20,498	717
Towns.					
T. Alleman Jude					
1 Alexandria	60	60	0.4		
2 Alliston	350	260	84	380 +	140
2 Alliston 3 Almonte 4 Amherstburg			84	135	
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior	350 293 230 609	260 269 609			
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora	350 293 230 609 314	260 269 609 261	33	135 39 61	
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior	350 293 230 609 314 152	260 269 609 261 391	33	135 39 61	37
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin	350 293 230 609 314 152 1,028	260 269 609 261	33	135 39 61	37
2 Alliston 3 Almoute. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim	350 293 230 609 314 152 1,028 1,728 293	260 269 609 261 391	33	135 39 61	37
2 Alliston 3 Almoute. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River	350 293 230 609 314 152 1,028 1,728 293 152	260 269 609 261 391	33 61 43 18	135 39 61	37
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell	350 293 230 609 314 152 1,028 1,728 293 152	260 269 609 261 391	33 61 43 18 17	135 39 61	37
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville	350 293 230 609 314 152 1,028 1,728 293 152	260 269 609 261 391	33 61 43 18	135 39 61	37
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge	350 293 230 609 314 152 1,028 1,728 293 152 129 456 677	269 609 261 391 815	33 61 43 18 17	135 39 61	37
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton	350 293 230 609 314 152 1,028 1,728 293 152 129 456 677 384	269 609 261 391 815	61 43 18 17 13	135 39 61 98 23 62	98 23 62
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines	350 293 230 609 314 152 1,028 1,728 293 152 129 456 677 384 1,216	269 609 261 391 815	33 61 43 18 17 13 103	135 39 61 98 23 62 103	98 23 62 103
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay	350 293 230 609 314 152 1,028 1,728 293 152 129 456 677 384 1,216 52 221	269 609 261 391 815	33 61 43 18 17 13 103	135 39 61 98 23 62 103	37 98 23 62 103
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford	350 293 230 609 314 152 1,028 1,728 293 152 	260 269 609 261 391 815 456 677 503	33 61 43 18 17 13 103	135 39 61 98 23 62 103	98 23 62 103
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford 21 Carleton Place	350 293 230 609 314 152 1,028 1,728 293 152 	269 609 261 391 815 456 677 503	33 61 43 18 17 13 103	135 39 61 98 23 62 103	37 98 23 62 103
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford 21 Carleton Place 22 Chesley 23 Clinton	350 293 230 609 314 152 1,028 1,728 293 152 129 456 677 384 1,216 52 221 604 818 386	269 609 261 391 815 456 677 503	33 61 43 18 17 13 103	135 39 61 98 23 62 103	37 98 23 62 103
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford 21 Carleton Place 22 Chesley 23 Clinton 24 Cobalt	350 293 230 609 314 152 1,028 1,728 293 152 	269 609 261 391 815 456 677 503	33 61 43 18 17 13 103	135 39 61 98 23 62 103	37 98 23 62 103
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford 21 Carleton Place 22 Chesley 23 Clinton 24 Cobalt 25 Cobourg	350 293 230 609 314 152 1,028 1,728 293 152 	269 609 261 391 815 456 677 503 221 818 386 428 414 529	33 61 43 18 17 13 103	135 39 61 98 23 62 103	98 23 62 103 43 3
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford 21 Carleton Place 22 Chesley 23 Clinton 24 Cobalt 25 Cobourg 26 Collingwood	350 293 230 609 314 152 1,028 1,728 293 152 	269 609 261 391 815 456 677 503 221 818 386 428 414	33 61 43 18 17 13 103	135 39 61 98 23 62 103	98 23 62 103 43 3
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford 21 Carleton Place 22 Chesley 23 Clinton 24 Cobalt 25 Cobourg 26 Collingwood 27 Copper Cliff 28 Cornwall	350 293 230 609 314 152 1,028 1,728 293 152 129 456 677 384 1,216 604 818 386 428 414 529 1,268 277	269 609 261 391 815 456 677 503 221 818 386 428 414 529 1,268	33 61 43 18 17 13 103	135 39 61 98 23 62 103	98 23 62 103 43 3
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford 21 Carleton Place 22 Chesley 23 Clinton 24 Cobalt 25 Cobourg 26 Collingwood 27 Copper Cliff 28 Cornwall 29 Deseronto	350 293 230 609 314 152 1,028 1,728 293 152 	269 609 261 391 815 456 677 503 221 818 386 428 414 529	33 61 43 18 17 13 103	135 39 61 98 23 62 103	37 98 23 62 103 43 3
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford 21 Carleton Place 22 Chesley 23 Clinton 24 Cobalt 25 Cobourg 26 Collingwood 27 Copper Cliff 28 Cornwall 29 Deseronto 30 Dresden	350 293 230 609 314 152 1,028 1,728 293 152 	269 609 261 391 815 456 677 503 221 818 386 428 414 529 1,268	33 61 43 18 17 13 103	135 39 61 98 23 62 103 43 3	98 23 62 103 43 3
2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford 21 Carleton Place 22 Chesley 23 Clinton 24 Cobalt 25 Cobourg 26 Collingwood 27 Copper Cliff 28 Cornwall 29 Deseronto	350 293 230 609 314 152 1,028 1,728 293 152 129 456 677 384 1,216 52 221 604 818 386 428 414 529 1,268 577 656 657	269 609 261 391 815 456 677 503 221 818 386 428 414 529 1,268 656 572	33 61 43 18 17 13 103 22 3	135 39 61 98 23 62 103 43 3	98 23 62 103 43 3

SCHOOLS.—Continued.

	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
$\frac{1}{2}$						103		323 943	80 346
4 5 6 7	433 550				354	118 548		342 1,196 1,109	358 1,715 307
8 9 10 11	51	51	51		51	280		3,271	803
12 13 14						, , , , , , , , , , , , , , , , , , ,		264	
15 16 17 18						1,381		28,749	9,579
19	1,034	51	51		405	2,430	//	36,334	13,338
1 2 3 4	140	108	16		86				0 0 0 0 0 0 0
5 6 7 8				1 055		118		141	149
9 10 11 12	62 23	69 21	43 21 20		98	. 17	7		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
13 14 15	103	97			103			200	269
16 17 18 19 20	$\begin{array}{cccc} 7 & \dots & \dots & \dots \\ 3 & & 43 \\ 0 & & 2 \end{array}$	43	3		45		3		2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
21 22 23 24	l 2 3 4 5	4				5	5		
25 20 21 25	6 7 8							243	
3	0 100	9	.1	7		E 6	60		

THE PUBLIC

II. Table B .- Number of Pupils in the

A			11.	1 abie E	.—Nump	er of Pu	pils in the
1			Read	ding.			
Towns—Continued.	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Art.
33 Durham 34 East Toronto 35 Englehart 36 Essex 37 Forest 38 Fort Frances 39 Galt 40 Gananoque 41 Goderich 42 Gore Bay 43 Gravenhurst 44 Haileybury 45 Hanover 46 Harriston 47 Hawkesbury 48 Hespeler 49 Huntsville 50 Ingersoll 51 Kearney 52 Keewatin 53 Kenora 54 Kincardine 55 Kingsville 56 Latchford 57 Leamington 58 Lindsay 59 Listowel 60 Little Current 61 Massey 62 Mattawa 63 Meaford 64 Midland 65 Milton 66 Mitchell 67 Mount Forest 68 Napanee 69 New Liskeard 70 Newmarket 71 Niagara 72 North Bay 73 North Toronto 74 Oakville 75 Orangeville 76 Orillia 77 Oshawa 78 Owen Sound 79 Palmerston 80 Paris 81 Parkhill 82 Parry Sound 83 Pembroke 84* Penetanguishene 85 Perth 86 Petrolea 87 Pieton 88 Port Hope	77 452 54 76 76 76 46 344 250 131 59 162 220 167 51 35 70 154 109 43 63 430 118 112 9 134 300 99 110 56 16 120 385 124 60 58 89 188 163 59 218 281 60 105 339 349 320 86 112 37 334 185 203 88 155 119 180	45 169 19 36 47 13 72 105 46 49 102 46 44 38 39 40 86 114 15 37 93 40 41 46 35 68 40 16 13 34 111 70 44 49 76 71 42 14 14 15 15 16 16 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18	52 240 23 91 39 37 279 163 157 59 107 88 83 58 18 174 111 166 32 37 175 84 95 25 93 214 66 78 27 12 105 231 59 106 73 73 71 73 73 73 73 73 73 73 73 73 73 73 73 73	59 229 24 57 43 28 303 135 168 59 93 121 71 82 30 108 196 16 37 169 77 105 12 95 249 89 78 20 14 93 206 44 69 83 76 86 128 43 108 108 108 109 109 109 109 109 109 109 109	7 4 7	102 23 45 45 9 44 29 57 22 30 13 16 11 9 76 25 29 8 8 64 71	266 1,126 915 301 268 155 1,335 794 623 319 574 517 454 517 454 239 157 485 413 739 160 250 1,000 393 414 107 296 1,034 417 355 141 82 428 320 310 500 267 465 202 656 771 275 492 1,011 1,066 1,735 287 572 245 847 613 631 413 671 530 753

*Including Protestant Separate School.

SCHOOLS.—Continued.

Physiology and Hygiene.	161 636 19 246 106 40 1,159 544 121 119 144 297 410 143 83 206 284 739 54 83 1,000 393 289 27 430 284 123 135 85 41 41 434 1,084 376 105 105 105 106 284 739 7430 7430 7430 7430 7430 7430 7430 7430
Canadian History.	211 423 36 98 106 65 793 276 289 164 258 255 243 201 65 206 231 345 70 83 302 393 166 27 95 284 258 229 58 14 434 641 182 174 164 219 209 185 90 180 218 92 387 462 107 1,152 247 1,152 247 1,461 306 170 829 613 306 170 140 337 530
English History.	211 270 12 41 106 65 344 141 121 164 144 305 160 95 35 100 115 143 54 83 183 393 61 15 73 251 123 229 58 27 434 379 155 105 128 153 136 129 47 72 218 52 260 311 107 817 186 97 63 676 613 676 613 676 613 676 613 676 613 676 613
Grammar.	211 423 36 98 106 65 793 193 289 164 258 206 201 65 206 231 154 95 83 302 98 8166 27 178 271 212 229 58 41 176 854 298 174 164 153 136 189 90 218 141 213 464 8177 186 613 235 170 553 118 753
Composition.	308 1,190 59 246 268 102 1,335 794 623 237 574 391 454 290 157 451 390 95 187 1,000 393 414 98 261 1,034 324 245 141 41 434 1,084 452 216 310 500 282 465 143 656 525 275 435 985 1,066 1,735 387 350 245 780 613 702 413 398 530 753
Literature.	308 1,190 125 301 145 102 1,335 794 446 237 574 391 454 290 157 451 393 739 95 187 1,000 393 414 98 261 1,034 308 229 85 82 434 1,084 452 216 310 500 282 446 310 500 282 446 310 500 66 1,415 220 350 492 1,066 1,415 220 350 492 1,066 1,415 220 350 492 1,066 1,415 220 350 492 1,066 1,415 220 350 753
Music.	45 1,015 160 1,335 434 623 73 114 410 239 739 739 739 741 82 417 282 141 82 434 5665 376 320 310 5000 441 465 202 656 771 275 376 1,011 949 1,735 323 417 245 814 613 626 413 4398 530 753
Geography.	275 387 726 464 1,415 220 350 192 861 613 526 413 671 530
	$\begin{array}{c} 334\\ 35\\ 36\\ 37\\ 38\\ 9\\ 40\\ 142\\ 44\\ 44\\ 45\\ 61\\ 52\\ 53\\ 44\\ 45\\ 66\\ 66\\ 66\\ 66\\ 66\\ 66\\ 66\\ 66\\ 67\\ 77\\ 7$

THE PUBLIC

II. Table B.-Number of Pupils in the

		п. т	able B.—Ni	umber of P	upils in the
Towns—Continued.	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra.
33 Durham	343 1,158	261 1,015	30	102	102
36 Essex	246 268	301 268			
38 Fort Frances	72 1,335 794	47 777 704	19	27	27
40 Gananoque 41 Goderich 42 Gore Bay	623 192	794 623 73	33	33	45
43 Gravenhurst 44 Haileybury	574 391	114 94	9	9	9
45 Hanover. 46 Harriston 47 Hawkesbury	423 201 157	454 239	28	44	44
48 Hespeler	489 356		29 57	29 57	29 57
50 Ingersoll 51 Kearney 52 Keewatin	739 95 83	739 83	22 16	70 30	22 30
53 Kenora 54 Kincardine	507 393	1,000 393			
55 Kingsville	414 107 188	414	13	13	13
58 Lindsay	824 417	597 417		271 170	
60 Little Current 61 Massey 62 Mattawa	355 141 82	• • • • • • • • • • •	16 11 41	355 11 9	16 11 9
63 Meaford. 64 Midland.	434 1,084	434	41	9	9
65 Milton	428 320 310	376 320	46	76	76
67 Mount Forest 68 Napanee. 69 New Liskeard	500 441	$\begin{bmatrix} 310 \\ 500 \\ 470 \end{bmatrix}$	14	27	29
70 Newmarket 71 Niagara	465 202	465 202		69	
72 North Bay	656 377	656 385 275	8	8	8
75 Orangeville	492 1,011	492 635	54	54	* * * * * * * * * * * * * * * * * * * *
77 Oshawa	$\begin{array}{c} 798 \\ 1,735 \\ 213 \end{array}$	$\begin{array}{c} 278 \\ 1,735 \\ 213 \end{array}$	31	435 64	64
80 Paris	572 245	97 245			
82 Parry Sound	814 613 526	293	33	$\begin{array}{c c} & 61 \\ \hline & 77 \end{array}$	61
85 Perth	413 313	413 671		• • • • • • • • •	
87 Picton	530 753	530 753			

^{*}Including Protestant Separate School.

SCHOOLS.—Continued.

	Geometry.	Latin.		French.	German.	Elementary Science	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
33	102	9	7	. 95		102	30			 ••••••
34 . 35 . 36 .	• • • • • • • •									
37 38	26	i	4	16		26	19		163	174
39 40										
41 42 43	45	2	8	11		33			, , , , , , , ,	
44 45	9 44		10 .		31	9 13	28			
46 47						9				
48 49	29 57		50	51		. 57	38		61	93
50 51 52 53	22 30		30	30		22 30	22 16			
54 55 56	13		6.			is	13			
57							¹			* , , , , , , ,
58 59 60	16		4	4		10				
61 62	11		1				8			, , , , , , ,
63 64 65		6	31	14	1	7	6			
66 67							•• ••••••			
68 69) 2	9	27	29	9	2	9			
70 71 72										
78 74	3	8	3		8		8			
75	5						5	64	4	
	8′		64			1 4	01	21	18	9 246
8	0 1						47			
8	2	31	49		51				50	
8	5							• • • • • • • • •		, ,
8	36 37									

THE PUBLIC

II.—Table B.—Numbers of Pupils in the

				- Lable		bers of F	upiis in the
			_ R	eading.			
Towns—Continued.	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Art.
89 Powassan 90 Prescott. 91 Preston 92 Rainy River 93 Renfrew. 94 Ridgetown 95 Rockland 96 St. Mary's 97 Sandwich 98 Sarnia 99 Sault Ste. Marie 100 Seaforth 101 Simcoe 102 Smith's Falls 103 Southampton 104 Stayner 105 Steelton 106 Strathroy 107 Sturgeon Falls 108 Sudbury. 109 Thessalon 110 Thornbury 111 Thorold 112 Tillsonburg 113 Trenton 114 Uxbridge 115 Vankleek Hill 116 Walkerton 117 Walkerville 118 Wallaceburg 119 Waterloo 120 Webbwood 121 Welland 122 Whitby 123 Wiarton 124 Wingham. Totals.	98 24 120 61 470 376 61 138 339	108 59 48 58 31	50 101 6 44 6 45 72 64 64 40 245 202	90 108 118 168 153 279 14 135 29 29 16 284 285 45 104 191 63	87 91 11 133 90 19		. 411 . 479 . 177 . 427 . 370 . 74 . 436 . 1,533 . 1,533 . 1,278 . 311 . 577 . 1,079 . 207 . 297 . 476 . 498 . 277
Totals. 1 Rural Schools. 2 Cities 3 Towns 4 Villages	56,345 18,923 17,452 6,157	28,599 10,833 8,732 3,341	41,802 15,057 12,414 4,659	45,845 18,594 12,354 4,663	45,035 17,151 11,586 4,917	8,669 2,177 1,675 2,690	194,944 76,975 60,238 24,584
5 Grand Totals, 1908 6 Grand Totals, 1907	98,877 96,853	51,505 52,140	73,932 74,680	81,456 79,994	78,689 78,284	15,211 14,765	356,741 357,891
7 Increases	2,024	635	748	1,462	405	446	1,150
9 Percentages	24.74	12.88	18.50	20.38	19.69	3.80	89.25

SCHOOLS.—Continued

	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.	Physiology and Hygiene.
89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 106 107 108 110 111 112 113 114 115 116 117 118 119 120 121 121 122 123 124	230 346 479 80 287 370 50 305 94 1,063 952 311 577 576 280 297 476 404 158 318 352 159 308 319 322 238 157 241 229 346 480 120 314 357 358 358 359 368 370 370 370 370 370 370 370 370	230 148 479 	230 285 479 120 427 370 42 305 94 855 971 311 577 1,079 211 297 476 498 277 318 487 159 284 380 560 354 157 357 358 366 454 120 541 387 464 368	230 285 359 177 427 370 42 394 120 1,533 971 203 577 1,079 280 297 444 404 277 318 487 159 284 460 560 354 1157 357 357 357 357 357 357 357 3	139 129 199 36 187 169 38 241 94 610 662 203 133 383 211 167 190 217 158 318 318 353 103 248 214 212 158 52 180 167 250 245 76 186 189 338 195	111 227 91 12 199 169 38 106 49 610 236 61 577 144 142 111 83 217 158 187 290 103 94 460 212 55 52 102 88 336 153 100 115 110 110 110 110 110 110 110 110	139 227 199 24 216 169 42 241 60 610 647 109 577 576 211 167 154 404 158 132 290 103 207 262 332 158 157 180 167 366 245 76 173 217 195	230 285 199 27 216 370 74 154 94 1,533 1,203 109 577 576 110 211 242 498 158 318 260 117 248 214 332 354 82 180 250 60 287 76 172 387 596 98
	50,292	50,809	54,816	57,937	29,635	24,241	32,793	42,498
1 2 3 4	156,251 70,992 50,292 20,967	100,508 73,957 50,809 15,896	165,423 71,061 54,816 22,835	167, 256 72, 959 57, 937 23, 211	109,039 44,462 29,635 14,643	74,589 21,512 24,241 11,127	98,374 35,869 32,793 14,362	106,855 62,533 42,498 15,282
5 6	298,502 301,199	$\begin{bmatrix} 241,170 \\ 240,655 \end{bmatrix}$	314,135 318,081	321,363 322,419	197,779 199,560	131,469 127,884	181,398 175,295	227, 168 225, 772
7.8	2,697	515	3,946	1,056	1,781	3,585	6,103	1,396
9	74.68	60.34	78.59	80.40	49.48	32.89	45.38	56.83

THE PUBLIC

II.—Table B.—Numbers of Pupils in the

		11. 1	abic b1	ambers or i	upiis in the
Towns—Continued.	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra.
89 Powassan 90 Prescott. 91 Preston 92 Rainy River. 93 Renfrew 94 Ridgetown 95 Rockland. 96 St. Mary's 97 Sandwich 98 Sarnia 99 Sault Ste. Marie 100 Seaforth 101 Simcoe 102 Smith's Falls 103 Southampton 104 Stayner 105 Steelton 106 Strathroy 107 Sturgeon Falls 108 Sudbury 109 Thessalon 110 Thorobury 111 Thorold 112 Tillsonburg 113 Trenton 114 Uxbridge. 115 Vankleek Hill 116 Walkerton 117 Walkerville 118 Wallaceburg 119 Waterloo 120 Webbwood 121 Welland 122 Whitby 123 Wiarton 124 Wingham Totals	230 411 479 	230 411 479 177 257 370 74 103 87 1,533 1,190 311 577 1,079 297 498 236 526 520 520 40,804	28 75 3 25 22 59 10	104 9 1 32 297 115 318 30 159 167 80 47	33 9 1 32 86 30 27 80 10
Totals. 1 Rural Schools 2 Cities 3 Towns 4 Villages.	169,377 61,816 56,781 22,205	100,913 71,733 40,804 13,680	8,543 3,055 1,229 2,376	13,895 20,498 4,525 3,682	7,789 717 1,577 2,750
5 Grand Totals, 1908 6 Grand Totals, 1907 7 Increases 8 Decreases	310, 179 316, 117 	227,130 229,954 	15,203 14,434 769	42,600 45,808 3,208	12,833 12,507 326
9 Percentages	77.60	56.82	3.80	10.65	3.21

SCHOOLS.—Continued.

	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
89	33		,		√ 33	26 .			
90 . 91 .					9	9			
91 . 92 93 .	9	9							. 75
94 . 95 . 96 .									
96 . 97 98 .	i								
99 . 100 .					 				
101 . 102 .								• • • • • • • • • • • • • • • • • • • •	
103 104	32 86	32 59	20 50		32 86	20 75			
105 106									40
107 108	3				95	25			
109 110	30 27	30 27	27		25 26	25 22			
111 112									
112 113 114									
115 116				1					
117 118 119	80	54	23	520	. 49				
120 121	10				.	10			
122 123							:		
124					1 205	752	110	1,043	1,039
	1,526	1,192	769	1,612	1,307				
1	7,026	3,024	5,675	199	40:	$ \begin{array}{c cccc} 7 & 3,525 \\ 5 & 2,430 \\ 7 & 752 \\ 0 & 1,165 \end{array} $	8,962	1,521 36,334 1,043 96	130 13,338 1,039
$egin{array}{c} 1 \\ 2 \\ 3 \\ 4 \end{array}$	7,026 $1,034$ $1,526$ $2,557$	3,024 51 1,192 1,947	5,675 51 769 1,472	1,612	$\begin{bmatrix} 1,30\\ 2,36 \end{bmatrix}$	7 752 $1,165$	110 343	1,043	1,039
			-		_		9,415 11,208	38,994 32,455	14,507 12,513
5 6	12,143 $11,544$	6,214 5,304	7,967 7,182	1,876 1,319		$\frac{6,751}{}$			1,994
7 8.	599	910	785	557	7 83	$\begin{bmatrix} 1,121 \\ \dots \end{bmatrix}$	1,793	6,539	
9	3.0	3 1.55	1.99	.40	3 2.3	1 1.96	2.35	9.75	3.62
							:		

THE PUBLIC III.—Table C.—Teachers, Salaries,

				III.—Table	C.—Teacher	rs, Salaries
		Teacher		Salaries.		
Rural Schools.	Number of Teachers.	Male.	Female.	Highest salary paid.	Average salary of male teachers.	Average salary of female teachers.
1 Brant. 2 Bruce. 3 Carleton 4 Dufferin. 5 Dundas 6 Durham. 7 Elgin. 8 Essex. 9 Frontenac 10 Glengarry 11 Grey 12 Haldimand 13 Haliburton 14 Halton 15 Hastings 16 Huron. 17 Kent 18 Lambton 19 Lanark 20 Leeds and Grenville 21 Lennox and Addington 22 Lincoln 23 Middlesex 24 Norfolk 25 Northumberland 26 Ontario 27 Oxford 28 Peel 29 Perth 30 Peterborough 31 Prescott and Russell 32 Prince Edward 33 Renfrew 34 Simcoe 35 Stormont 36 Victoria 37 Waterloo 38 Welland 39 Wellington 40 Wentworth 41 York 42 Algoma and Manitoulin 43 Muskoka 44 Nipissing 45 Parry Sound 46 Rainy River and Thunder Bay.	140 94 84 108 114 121 146 78 236 80 60 58 185 197 139 173 128 237 119 69 196 103 106 126 131 81 120 104 105 76 160 235 83 112 101 90 153 95 220 151 105 101 124 67	14 45 26 14 19 26 24 30 17 7 60 16 11 10 42 57 26 32 11 35 16 15 50 26 35 38 48 23 38 19 12 14 14 13 16 17 18 18 18 18 18 18 18 18 18 18	57 132 114 80 65 82 90 91 129 71 176 64 49 48 143 141 117 202 103 54 146 77 71 93 83 83 58 82 85 93 64 146 161 70 85 68 74 111 78 126 127 129 129 129 149 149 149 149 149 149 149 149 149 14	\$ 700 800 750 500 1,000 600 800 675 600 575 575 700 650 750 625 600 750 650 800 650 800 650 800 650 800 650 800 650 800 650 800 675 700 600 600 600 600 600 600 600 600 600	\$ 504 4451 449 435 490 4444 490 485 370 415 438 466 347 460 424 472 509 428 367 390 349 505 473 448 453 473 529 463 448 439 434 393 433 424 471 436 451 507 499 492 528 567 473 383 400 422 459	\$ 429 400 399 397 402 388 414 420 297 369 398 399 284 424 385 397 422 406 337 345 331 393 419 386 369 321 391 351 382 404 427 362 346 369 321 391 351 382 404 382 424 417 429 373 313 336 330 429
1 Totals, Rural Schools	5,759 1,570 1,162 529	1,231 225 176 135	4,528 1,345 986 394	1,300 2,000 1,400 1,100	1,305 837 684	382 623 423 383
5 Grand Totals, 1908	9,020 8,859	1,767 1,688	7,253 7,171	2,000 1,900	624 596	432 420
7 Increases	161	79	82	100	28	12
9 Percentages		19.58	80.41			

SCHOOLS.—Continued.

Certificates, Experience, etc.

Certificates. Certificates	CEL	inca ics,	Experience, et						
1 42 11 31 29 1 14 14 15 39 114 14 15 31 1 683 17 44 1 58 3 17 70 4 4 19 3 17 70 4 4 5 38 17 70 4 4 5 38 17 70 4 4 5 55 1 4 5 55 1 4 5 55 1 4 5 55 1 4 5 55 1 4 5 55 1 4 7 5 55 1 4 7 7 27 1 667 9 10 1 1 16 1 49 8 4 4 11 1 66 6 54 1 171 2 2 2 3 3 8 27 22 1 4 <t< th=""><th></th><th></th><th>no ded hool</th><th></th><th>Ce</th><th>rtificates.</th><th></th><th></th><th></th></t<>			no ded hool		Ce	rtificates.			
5 31 3 25 55 55 4 7 53 10 45 59 10 4 8 1 35 7 27 1 667 9 10 9 1 15 16 1 49 8 4 10 1 16 16 1 49 8 4 11 1 60 6 54 1 171 2 2 12 1 28 3 25 38 27 22 14 24 24 2 22 34 19 21 18 16 72 4 69 119 5 18 8 3 3 18 63 8 55 108 88 3 3 18 63 8 55 108 19 21 18 19 </th <th>Number of</th> <th>university graduates.</th> <th>Number of teachers wheave attence Normal Schor Normal College.</th> <th>Provincial First Class or Interim from Normal College.</th> <th>Provincial Second Class or Interim from one of the Normal Schools.</th> <th>Old County Board Certifi- cates.</th> <th>Third Class and renewals of Third Class.</th> <th>District.</th> <th>Temporary.</th>	Number of	university graduates.	Number of teachers wheave attence Normal Schor Normal College.	Provincial First Class or Interim from Normal College.	Provincial Second Class or Interim from one of the Normal Schools.	Old County Board Certifi- cates.	Third Class and renewals of Third Class.	District.	Temporary.
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	5 6 7 8 9 10 112 13 14 15 16 17 18 19 20 21 22 23 24 25 6 27 28 29 30 31 32 33 34 35 36 37 38 9 44 14 24 44 44 44 44 45	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	44 63 19 31 28 53 35 15 16 60 28 3 24 46 72 49 63 21 44 11 28 93 36 41 67 38 50 27 15 18 9 9 18 28 44 11 28 44 11 28 44 11 28 44 11 28 44 46 46 41 41 41 41 41 41 41 41 41 41 41 41 41	6 3 3 4 5 5 8 3 3 3 3 3 3 3 3 4 4 4 4 4 7 7 9 1 1 2 2 4 4 2 2 1 1 9 9 8 8 21 1 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	44 17 25 26 45 27 15 16 54 25 3 22 43 69 43 55 18 41 13 26 90 31 32 34 58 37 48 24 12 16 9 47 11 24 31 23 59 46 118 8 118 119 119 119 119 119	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	55 75 59 67 64 49 171 52 8 34 99 119 88 108 92 175 79 41 100 62 66 67 88 63 43 70 41 30 53 59 164 49 73 58 88 83 40 70 70 70 70 70 70 70 70 70 7	27	10 50 4 2 2 2 1 18 16 16 7 4 33 9 4 12 1 1 17 63 29 24
5 86 4,555 760 3,302 36 3,347 503 531 7 5 135 49 83 2 43 37 53 8 2 37,58 5,98 5,29		41 19	1,521 962	319 · 158	1,206 807	9 15	34 146 121	21 14	2 15 3
7 5 135 49 55 55 5 98 5 29				760 711	3,802 3,719	48	3,347	503	
8 42 42.15 .55 37.58 5.98 5.29		5	135	49	83	2			
9 .90 64.40	9	. 95	50.49	8.42	42.15	. 55	37.58	5.98	5.29

THE PUBLIC III.—Table C.—Teachers, Salaries.

III.—Table C.—Teachers, Salar									
_			. 1	Experience.					
	Rural Schools.—Continued.	Average experience in years of male teachers.	Average experience in years of female teachers.	Average experience in years of all teachers.	No.of teachers who at end of year have taught less than one year.	1 year but less than 2 years.			
23 44 56 67 89 100 111 121 131 141 151 161 171 181 192 202 213 224 225 226 230 331 344 356 37 38 39 40 40 40 40 40 40 40 40 40 40 40 40 40	Haliburton Halton Hastings Huron Kent. Lambton Lanark Leeds and Grenville Lennox and Addington Lincoln Middlesex Norfolk Northumberland Ontario Oxford. Peel Perth Peterborough Prescott and Russell Prince Edward Renfrew Simcoe Stormont Victoria Waterloo Wellandd.	5.75 3.28 3.42 3.85 7.63 6.73 6.68 10.18 6.88 5.42 5.58 6.90 5.52 8.85 8.08 9.23 7.14 2.87 3.68 4.92 3.53 6.91 8.55 8.67 5.42 8.32 10.70 7.56 7.61 5.30 6.62 7.04 4.23 7.11 4.88 7.40 11.15 10.31 6.84 12.73 10.29 5.85 1.16 6.91 2.79 6.62	5.71 3.69 3.82 3.01 4.60 3.53 3.81 4.18 4.08 5.91 3.18 3.92 3.51 4.92 3.85 4.31 4.15 3.79 4.71 4.02 4.40 4.09 4.78 4.88 4.55 4.79 4.20 3.42 4.64 4.34 3.65 3.46 4.12 4.69 2.92 4.37 2.02 4.84 5.42 3.21 4.00 3.67 3.81 6.32	5.72 3.58 3.75 3.22 5.29 4.30 4.42 5.67 4.41 5.87 3.79 4.51 3.88 5.60 4.71 3.63 4.71 3.63 4.62 4.46 3.95 4.94 5.76 5.54 6.96 5.58 3.76 4.81 5.76 5.58 5.60 4.81 5.76 5.58 5.76 6.96 5.58 5.76 6.96 5.28 6.96 6.96 6.96 6.25 6.25 6.25 6.26 6.26 6.26 6.27 6.27 6.27 6.28 6.29 6.29 6.20	4 24 24 25 2 5 2 7 10 7 2 23 1 9 4 15 11 13 15 4 18 14 6 22 10 9 12 10 9 2 7 11 11 7 12 25 10 11 10 8 12 9 20 25 13 20 13	14 39 25 34 15 22 20 28 39 14 61 20 17 9 50 34 34 34 54 31 45 32 11 38 22 26 22 22 22 22 21 5 36 48 20 19 20 19 20 19 20 19 20 20 20 20 20 20 20 20 20 20 20 20 20			
1 2 3 4	" Cities. " Towns " Villages	7.10 18.82 17.93 13.01	4.16 13.99 9.91 7.75	4.79 14.68 11.13 9.09	529 12 32 23	1248 25 54 41			
5 6	Grand Totals, 1908	10.12 10.49	6.96 6.93	7.58 7.61	596 611	1,368 1,417			
8	Increases	.37	03	.03	15	49			
9	Percentages				6.6	15.1			

SCHOOLS.—Continued.

Certificates, Experience, etc.—Continued.

Experience.													
C C	z years.	3 years.	4 years.	5 years.	6 years.	7 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.
1 2 3 4 4 5 6 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 30 31 32 23 34 35 36 37 38 39 40 41 42 44 44 45 44	8 40 27 21 20 34 30 23 21 12 62 18 11 9 29 38 24 35 23 47 18 10 40 13 21 22 19 17 16 13 30 40 40 13 40 40 13 40 40 40 40 40 40 40 40 40 40	13 25 14 12 11 15 15 14 18 15 17 18 19 13 21 27 14 23 24 39 9 13 23 16 12 11 23 8 12 12 12 12 13 14 15 16 17 18 18 18 19 19 19 19 19 19 19 19 19 19	8 14 11 6 6 12 9 10 9 5 14 5 5 6 6 15 13 8 9 4 21 10 4 12 6 4 8 5 4 4 3 13 6 6 10 10 8 8 8 20 11 10 10 7 2	2 8 7 9 4 3 7 5 18 4 11 2 2 3 10 12 7 9 8 16 7 7 6 5 3 9 9 4 4 10 7 8 17 19 4 10 3 5 6 6 8 11 8 4 7 5 5 2	3 3 4 2 3 2 7 5 7 3 4 2 2 2	$\begin{matrix} 1 \\ 4 \\ 7 \\ 1 \\ 2 \\ 2 \\ 3 \\ 6 \\ 4 \\ 5 \\ 3 \\ 4 \\ 5 \\ 6 \\ 4 \\ 6 \\ 5 \\ 4 \\ 5 \\ 1 \end{matrix}$	35 3 2 27 5 13 5 3 2 3 7 3 2 6 4 3 2 2 5 5 2 3 5 4 2 2 2 2 2 4 3 3 2 2 2 3 1 1 2 4 5 5 5 2 3 5 5 4 2 2 2 2 2 4 5 3 3 2 2 2 3 5 5 4 2 2 2 2 2 4 5 3 5 5 4 2 2 2 2 2 3 5 5 4 2 2 2 2 2 3 5 5 4 2 2 2 2 2 3 5 5 4 2 2 2 2 2 3 5 5 4 2 2 2 2 2 3 5 5 4 2 2 2 2 2 3 5 5 4 2 2 2 2 2 3 5 5 4 2 2 2 2 2 3 5 5 4 2 2 2 2 2 3 5 5 4 2 2 2 2 3 5 5 4 2 2 2 2 2 3 5 5 4 2 2 2 2 2 3 5 5 4 2 2 2 2 2 3 5 5 4 2 2 2 2 2 3 5 5 4 2 2 2 2 2 3 5 5 4 2 2 2 2 2 3 5 5 4 2 2 2 2 2 3 5 5 5 2 3 5 5 4 2 2 2 2 2 3 5 5 5 2 3 5 5 6 2 3 5 5 6 2 3 5 6 6 2 3 5 6 6 2 3 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	4	1 2 2 2 1 6 3 3 1 6 5 1 1 6 6 1 2 5 1 3 1 4 2 2 3 3 3 3 4 4 3 3 4 2 2 4 4 119	2 4 2 4 1 1 1 2 4 2 4 2 4 1 1 1 5 1 1 3 1 2 4 1 1 1 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 1 1 4 2 4 4 1 3 2 4 4 3 1 1 2 3 4 4 1 1 1 2 3 10 1 2 1 2 1 2 1 2 1 2 91	1	1 3 2 3 2 3 1 1 2 1 1 1 1 1 1 2 1 1 1 1 1 1 1 3 1 3 4 4 5 5 5
1 2 3 4	1,074 36 76 51	723 46 70 43	410- 76 74 39	335 74 76 36	237 77 71 41	155 81 75 22	84	61 33	59 66 24	64 57 18	63 44 15	35 34 14	41 22 9
5 6	1,237 1,101	882 903	599 615	521 473	426 417	333 361			268 270	222 207	_ 173	150 142	125 134
7 8	136	21	16	48	9	28	3	19				8	1.3
9	13.7	9.7	6.6	5.7	4.7	3.6	3.4	2.5	2.9	2.4	2.3	1.6	1.5

THE PUBLIC III.—Table C.—Teachers, Salaries,

	Experience.—Con.												
Rural Schools.—Con.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years.	22-years.	23 years.	24 years.	25 years.	26 years.	27 years.
1 Brant. 2 Bruce. 3 Carleton 4 Dufferin. 5 Dundas 6 Durham. 7 Elgin. 8 Essex. 9 Frontenac. 10 Glengarry. 11 Grey. 12 Haldimand. 13 Haliburton. 14 Halton. 15 Hastings. 16 Huron. 17 Kent. 18 Lambton. 19 Lanark. 20 Leeds and Grenville. 21 Lennox and Addington. 22 Lincoln. 23 Middlesex. 24 Norfolk. 25 Northumberland. 26 Ontario. 27 Oxford. 28 Peel. 29 Perth. 30 Peterborough. 31 Prescott and Russell. 32 Prince Edward. 33 Renfrew. 34 Simcoe. 35 Stormont. 36 Victoria. 37 Waterloo. 38 Welland. 39 Wellington. 40 Wentworth. 41 York. 42 Algoma and Manitoulin. 43 Muskoka. 44 Nipissing, etc.	1 2 1 1 1 3 3 1 2 4 1 1 1 1 1 1 1 2 3 1 4 4	3 1 1 1 1 1 1 1	2 1 1 1 	1	1 1 2 1 1 1 1 1 1 2 1	2 1 2 1 3 2		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1	1 1 2 1 1 2 1 1 2 1 1 2 1 1 2 1 1 2 1 2 1 1 1 2 1 1 1 2 1 1 1 2 1 2 1 1 1 2 1 2 1 2 1 1 1 2 1 2 1 2 1 1 1 1 2 1	1 2 1 1 1 1 1 1 2 1 1 2 1 1 2 1 1 2 1 1 2 1 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 1 2 1 1 1 1 2 1	1 1 2 1	
45 Parry Sound	1		1	····2				1	···i				
1 Totals Rural Schools 2 " Cities 3 " Towns 4 " Villages	65	43 51 17 9	25 46 22 8	32 50 21 11	18 31 27 6	45 50 23 8	17 52 15 8	15 47 14 7	13 51 15 3	17 35 9 3	21 24 17 3	16 33 6 7	8 32 11 5
5 Grand Totals, 1908	. 152 . 144	120 127	101 109	114 103	82 102	126 109	92 91	83 88	82 65	64 50	65 69	62 43	56 52
7 Increases	. 8	7	8	11	20	17	1	5	17	14	4	19	4
9 Percentages	. 1.6	1.3	1.1	1.2	.9	1.3	1.	.9	.9	.7	.7	.6	.6

SCHOOLS.—Continued.

Certificates, Experience, etc.—Concluded.

Experience.—Con.													
98 Vee 12	70 70010	29 years.	30 years.	31 years.	32 years.	33 years.	34 years.	35 years.	36 years.	37 years.	38 years.	39 years.	or over.
1 3 4 5 6 7 8 9 10 11 12 13	1 2 1	1 1 1 1 1 1 1 2 2	1	1 1 1 1 3	1		1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1	1		1	
1 2 3 4	$\begin{array}{c} 5 \\ 20 \\ 10 \\ 2 \end{array}$	10 22 5 4	10 19 15 4	8 14 6 1	1 12 9 1	5 7 6 2	2 9 7	5 7 2 . 1	14 4	$\begin{array}{c} 2 \\ 7 \\ 6 \\ 1 \\ \end{array}$	9 5 	$\begin{array}{c} 1\\9\\2\\2\end{array}$	12 20 8 4
5 6	37 41	41 31	48 52	29 25	23 27	20 14	18 20	15 22	20 16	16 21	14 12	$\frac{14}{12}$	44 39 5
7 8	4	. 10	. 4	4	4		-	7	4	5			.4
9	. 4	.4	.5	.3	.2	.2	.2	.1	.2	.1	1	, .1	

THE PUBLIC

IV.—Table D.—School

								IV	-Table]	D.—School
		Sch	ool Hou	ises.			. 8	School	Visits.	
Rural Schools.	Number of Schools.	Brick,	Stone.	Frame,	Log.	By Inspector.	By Trustees.	By Clergymen.	By other persons,	Total.
1 Brant. 2 Bruce 3 Carleton 4 Dufferin. 5 Dundas 6 Durham 7 Elgin 8 Essex 9 Frontenac 10 Glengarry 11 Grey 12 Haldimand 13 Haliburton 14 Halton 15 Hastings 16 Huron 17 Kent 18 Lambton 19 Lanark 20 Leeds & Grenville, 21 Lennox and Ad-	61 170 119 92 75 102 108 141 73 221 75 59 56 174 183 132 167 120 225	47 90 31 62 6 72 74 33 10 4 114 64 2 28 50 106 77 76 16	2 16 16 4 8 1 3 22 48 2 2 3 13 16 8 1 12 78	12 61 70 26 61 29 28 72 102 64 58 9 15 103 69 55 90	3 2 2 3 2 5 1 15 5	145 354 148 190 179 230 231 163 146 406 160 98 118 354 351 279 335 258 478	80 135 78 120 58 196 111 92 256 62 175 63 35 88 320 183 86 122 264 116	35 58 39 26 27 60 36 35 105 18 86 40 55 19 140 46 61 58 90 72	629 296 201 171 201 274 206 107 628 74 267 176 193 320 2,335 526 293 163 851 300	
dington 22 Lincoln 23 Middlesex 24 Norfolk 25 Northumberland 26 Ontario 27 Oxford 28 Peel 29 Perth 30 Peterborough 31 Prescott and Rus-	111 64 180 98 101 115 107 75 112 100	23 25 130 61 68 68 86 54 84 49	7 11 6 9 1 4 6 5 2	78 28 50 31 24 46 17 15 23	. 3	224 129 371 227 201 253 220 171 259 212	141 111 127 74 100 160 147 62 131 101	50 28 51 15 42 65 42 42 36 113	432 420 297 169 296 358 198 137 333 263	847 688 846 485 639 836 607 412 759 689
sell. 32 Prince Edward 33 Renfrew 34 Simcoe 35 Stormont 36 Victoria 37 Waterloo 38 Welland 39 Wellington 40 Wentworth 41 York	92 75 150 205 75 104 81 80 141 73 155	8 36 38 127 1 68 59 46 90 51 117	13 2 2 2 4 15 7 38 13 1	78 26 68 75 73 32 7 27 13 9 37	6 42 1 1 	206 147 130 463 150 221 171 182 306 203 394	79 92 178 319 70 75 227 132 169 117 179	68 23 84 200 31 79 24 17 65 38 98	143 472 176 1,208 172 235 837 396 388 390 436	496 734 568 2,190 423 610 1,259 727 928 748 1,107

SCHOOLS.—Continued.

Houses, Prayers, etc.

M	aps and	Globes.	Examin Priz	ations.	Le	ectures		no	auth-	d or	the	rting
	Number of Maps.	Number of Globes.	Number of Schools holding Public Examinations.	Number of Schools distributing Prizes or Merit Cards.	By Inspector,	By other persons.	Total.	Number of Trees planted on Arbor Day.	Number of Schools using authorized Scripture Readings.	Number of Schools opened or closed with Prayer.	Number of Schools using Bible.	Number of Schools imparting Religious Instruction.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	7,32 1,865 1,041 879 751 847 1,131 1,095 866 648 2,500 944 511 562 1,963 2,08 1,511 1,766 1,066	110 91 96 100 107 108 112 70 5 23 80 5 55 5 55 2 18 1 18 1 13 1 16	32 34 43 40 24 35 62 115 68 65 41 41 16 81 10 43 11 16 81 11 11 12 13 14 14 15 16 16 16 16 17 18 18 18 18 18 18 18 18 18 18 18 18 18	11 44 11 11 3 1	2 2 3 16 2 3 16 1 16 3 17 16 17 17 17 17 17 17 17 17 17 17 17 17 17	2	3 65 1 15 2 17 6 13	60 199 93 6 71 54 71 75 6 358 6 358 758 758 758 758 758 758 758 758 758 7	60 8 38 70 107 85 85 85 120	55 219 75 54 56 168 183 130 167 120 216	128 144 60 78	43 49 52 1 60 16 7 7 57 3 3 4 4 4 4 4 1 6 8 4 25
21 22 23 24 25 26 27 28 29 30	1,11 68 2,14 97 1,10 1,26 1,34 1,08 1,41	$egin{array}{cccccccccccccccccccccccccccccccccccc$	2 15 7 86 9 7 0 4 5 4 24 2 79 2 31 11	2 0 1 8 1 4 1 5 5	23 24 24 24 25 2 6 6 6		2	. 66 5 35 32 7 15 2 5 34 8 . 3	1 49 108 8 66 7 56 9 89 9 7 4 5 7 5 0 4	9 64 8 175 6 96 8 99 108 0 95 2 74 5 100 9 9	1 10 5 5 6 5 7 4	7
31 32 33 34 35 36 37 38 39 40 41	99 85 1,17 2,27 65 1,02 1,03 67 1,77 1,6	57 77 16 16 28 58 22 10 27 73 40 1 55 3	78 1 44 3 27 10 78 4 08 1 90 5 81 2 50 2	8 0 1 1 9 8 8 8 8 8	18	-	6 11 18 5 5 2 6	6 30 84 75 	5 5 5 5 6 10 10 10 10 10 10 10 10 10 10 10 10 10	4	4 2 6 8 8 8 8 8 9 9 9 9 0 8 8 8 8 9 9 9 9 9 9	8 43 28

THE PUBLIC

IV.—Table D.—School

* MARKET THE TAXABLE PROPERTY OF THE PROPERTY O										
		Seh	iool Hoi	ises.			8	School	Visits.	
Rural Schools.— Concluded.	Number of Schools.	Brick,	Stone.	Frame.	Log.	By Inspector.	By Trustees.	By Clergymen,	By other persons.	Total.
42 Algoma and Manitoulin	147 103 99 119	5 18 4 7		110 70 63 81	29 13 32 29	176	134 152	72 128	281 60	927 692 516 622
Thunder Bay Totals.	64	4	• • • • •	34	26	119	84	36	119	358
1 Rural Schools 2 Cities 3 Towns 4 Villages	5,281 198 237 153	2,349 176 165 122	406 17 28 12	2,287 5 44 19	239	10,674 4,611 1,785 799	6,102 2,254 2,140 541	404		36,526 22,325 8,734 2,628
5 Grand Totals, 1908. 6 Grand Totals, 1907.	5,869 5,819	2,812 2,778	463 484	$2,355 \\ 2,327$		$17,869 \\ 16,882$			37,336 32,514	70,213 64,001
7 Increases 8 Decreases	50	34	21	28	9	987	79	324	4,822	6,212
9 Percentages		47.91	-7.88	40.12	4.07	25.44	15.71	5.65	53.17	

SCHOOLS.—Continued.

Houses, Prayers, etc.—Concluded.

W Examinations.												
	Maps and	ations.	L	ectures		l on	auth-	d or	the	ting		
	Number of Maps.	Number of Globes.	Number of Schools holding Public Examinations.	Number of Schools distributing Prizes or Merit Cards.	By Inspector.	By other persons.	Total.	Number of Trees planted Arbor Day.	Number of Schools using authorized Scripture Readings.	Number of Schools opened or closed with Prayer.	Number of Schools using Bible.	Number of Schools imparting Religious Instruction.
42 43 44 45	1,062 927 489 900	118 103 65 113	58 19 51 34	21 17 31 17	1 8 1	9 1 2	10 1 10 1	179 196 89 181	77 42 22 46	146 103 87 118	105 68 42 98	76 50 39 67
46	359	51	. 16	12	1	. 6	7	39	5	63	48	
1 2 3 4	52,987 7,021 3,174 1,986	330	44	733 106 25 14	467 46 65 44	200 64 107 44	110	6,230 *80 599 176	2,863 52 111 98	5,091 196 225 157	2,678 181 155 76	1,379 5 30 15
5 6	65,168 63,087	6,556 6,264	2,126 1,861	878 906	622 714		1,037 1,008	7,085 6,125	3,124 3,190	5,669 5,574	3,090 2,808	1,429 1,355
7 8 .	2,081	292	, 265	28	92	121	29	960	66	95	282	74
9	†11.10	†1.11	36.22	14.96	59.98	40.01		· · · · · ·	53.22	96.59	52.64	24.34

^{*} In addition there were set out 16,710 flowers and plants and 10,000 bulbs in the City of Toronto.

[†] To each school.

THE PUBLIC

V.—Table E.—

	Receipts.								
Rural Schools.	Legislative Grants.	Municipal Grants and Assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.					
1 Brant 2 Bruce 3 Carleton 4 Dufferin 5 Dundas 6 Durham 7 Elgin 8 Essex 9 Frontenae 10 Glengarry 11 Grey 12 Haldimand 13 Haliburton 14 Halton 15 Hastings 16 Huron 17 Kent 18 Lambton 19 Lanark 20 Leeds and Grenville 21 Lennox and Addington 22 Lincoln 23 Middlesex 24 Norfolk 25 Northumberland 26 Ontario 27 Oxford 28 Peel 29 Perth 30 Peterborough 31 Prescott and Russell 32 Prince Edward 33 Renfrew 34 Simcoe 35 Stormont 36 Victoria 37 Waterloo 38 Welland 39 Wellington 40 Wentworth 41 York 42 Algoma and Manitoulin 43 Muskoka 44 Nipissing, etc 45 Parry Sound 46 Rainy River and Thunder Bay Totals	\$ c. 6,167 61 12,721 85 10,416 04 5,398 00 5,626 68 6,919 10 10,083 26 9,409 19 11,091 60 3,646 96 15,418 13 5,080 65 9,392 20 4,509 14 17,153 87 16,034 99 12,150 10 11,221 08 7,200 00 10,562 58 7,348 82 5,202 85 7,348 82 5,202 85 16,426 87 6,338 96 7,026 34 9,859 81 11,892 82 6,191 93 10,808 72 9,811 79 10,462 27 4,207 50 9,431 11 18,213 98 4,075 68 11,141 92 8,615 68 11,141 92 8,615 68 11,141 92 8,615 68 11,141 92 8,615 68 11,141 92 8,615 68 11,141 92 8,615 68 11,141 92 8,615 68 11,141 92 8,615 68 11,141 92 8,615 68 11,141 92 8,615 68 11,141 92 8,615 68 11,141 92 8,615 68 11,141 92 18,615 68 11,141 92 18,615 68 17,000 29 19,909 20 10,467 10	\$ c. 37,228 32 85,208 25 65,986 75 46,200 85 39,882 18 50,883 34 58,647 34 68,894 24 45,713 62 116,791 93 40,660 40 12,711 05 27,198 28 81,652 70 95,461 78 76,847 53 87,535 32 46,247 05 93,679 32 45,483 89 39,061 71 103,198 38 150,405 51 50,211 18 60,750 74 79,792 10 41,578 71 63,434 28 43,350 03 43,728 58 33,676 18 54,115 82 112,131 97 34,032 45 48,320 00 58,179 34 4,479 00 79,192 97 51,116 43 134,779 63 51,836 30 25,681 13 30,675 95 33,650 29 30,252 94	\$ c. 36,469 99 52,698 87 28,247 77 24,816 06 13,508 43 29,838 62 54,483 98 30,421 55 25,904 02 13,857 34 55,966 32 25,602 41 7,982 19 19,302 71 49,420 70 52,967 38 67,245 53 43,744 13 21,680 22 45,584 96 18,972 26 22,400 87 70,386 95 42,437 65 23,482 64 33,780 40 66,738 86 22,475 64 38,605 38 21,366 81 30,877 85 14,848 94 31,465 36 69,503 72 9,117 27 30,198 53 65,241 27 26,156 55 56,339 67 49,719 93 128,004 53 36,289 85 18,693 39 19,810 24 20,737 13 13,608 66	\$ c. 79,865 92 150,628 97 104,650 56 76,414 91 59,017 29 87,641 06 123,214 58 108,724 98 82,709 23 50,725 92 188,176 38 71,343 46 30,085 44 51,010 13 148,227 27 164,464 15 156,243 16 142,500 53 75,127 27 149,826 86 71,804 97 66,665 43 190,012 15 99,182 12 80,720 16 104,390 95 158,423 78 70,246 28 112,848 38 74,528 63 85,068 70 52,732 62 95,012 29 199,849 67 47,225 40 89,660 45 132,074 28 876,324 66 150,484 50 109,914 92 283,637 63 116,131 51 60,423 13 71,486 48 74,296 62 54,328 70					

SCHOOLS.—Continued.

Financial Statement.

Expenditure.								
Teachers' Salaries.	Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.			
\$ c. 1 31,296 27 72,270 08 3 56,774 13 4 37,438 63 5 35,141 01 6 42,462 94 7 47,743 09. 8 50,753 43 9 42,913 20 10 28,172 61 11 97,140 39 12 32,110 00 13 16,308 12 14 25,313 93 15 69,632 39 16 82,557 02 17 61,811 84 18 70,521 91 19 42,988 13 20 81,276 23 21 39,613 61 22 28,596 37 23 83,235 63 24 41,167 59 25 43,230 00 26 52,988 38 27 60,336 28 28 34,280 52 29 53,316 92 30 37,819 96 31 36,373 84 32 28,518 32 33 52,581 20 34 96,900 60 35 30,539 71 36 42,981 52 37 43,152 65 38 35,488 34 39 67,710 72 40 40,682 60 41 98,924 27 42 56,568 30 43 1,744 76 44 29,248 32 45 39,351 46 25,565 17	\$ c. 8,812 00 8,001 95 7,011 70 5,019 05 2,890 39 7,716 68 13,622 45 5,797 77 4,844 07 3,926 86 13,100 20 5,229 87 2,586 80 1,133 39 14,094 29 14,346 83 17,715 65 12,930 20 3,469 16 8,428 28 2,978 01 5,629 10 18,781 10 6,221 77 3,225 60 6,920 06 18,821 07 3,552 03 9,935 23 6,678 85 17,798 53 2,551 24 11,630 65 2,279 74 12,183 86 18,607 798 8,195 54 11,630 65 2,279 74 12,183 86 18,607 95 8,734 61 14,418 32 47,035 64 11,452 51 5,588 44 16,046 34 6,920 44 8,460 09	\$ c. 1,236 59 1,546 38 1,217 37 828 80 852 19 1,083 95 3,177 49 1,779 04 747 82 379 61 1,691 57 1,124 13 474 73 1,24 13 474 24 1,447 34 409 34 2,501 22 857 75 660 57 1,322 11 820 43 756 660 57 1,322 11 820 43 756 650 57 1,322 11 820 43 756 650 57 1,322 11 820 43 756 650 57 1,322 11 820 43 756 650 57 1,70 84 823 93 546 67 1,012 39 418 50 434 48 2,639 85 546 57 1,017 89 652 25 685 49 1,267 75 2,873 48 3,499 86 1,267 75 2,873 48 3,499 86 1,267 76 2,873 48 3,499 86 1,267 69 1,564 32 1,721 48 1,128 04	\$ c. 10,190 80 21,586 96 18,427 27 10,603 45 8,032 80 11,130 25 17,868 01 18,659 40 9,598 07 6,220 20 26,791 36 9,206 48 3,750 19 6,828 59 14,892 36 29,690 49 19,510 79 20,926 26 9,126 92 18,383 91 9,663 80 9,083 55 23,305 44 9,241 89 9,347 78 17,002 16 17,200 93 12,355 47 16,855 27 7,930 12 42,618 57 6,255 20 13,458 90 13,943 77 6,944 67 12,825 43 45,537 75 15,804 07 9,784 46 14,233 98 10,912 62 9,101 36	\$ c. 51,535 66 103,405 37 83,430 47 53,889 43 46,916 39 62,393 82 82,411 04 76,989 64 58,098 16 38,699 28 138,723 52 47,670 48 23,119 61 33,859 03 101,964 52 127,871 60 100 487 77 105,525 71 55,993 55 110,589 64 53,133 17 43,989 59 126,614 28 57,451 08 56,780 48 78,618 05 91,529 12 51,021 05 80,634 47 138,111 90 32,671 06 69,672 17 76,356 38 48,515 89 73,820 00 70,799 83 194,997 52 85,218 57 48,125 35 61,002 96 58,966 00 44,254 66	\$ c. 28,830 28 47,223 60 21,220 09 22,524 98 12,100 90 25,247 24 40,863 54 24,631 67 12,026 64 49,452 86 6,465 83 17,151 10 46,262 75 36,582 65 55,138 38 35,47 82 19,103 79 30 241 20 22,03 80 17,151 10 22,03 80 17,151 10 24,03 80 17,151 10 25,03 80 17,151 10 27,13 82 19,153 89 35,47 82 19,153 89 36,47 82 19,153 89 36,47 82 19,153 89 36,47 82 19,153 89 36,47 82 19,153 89 36,47 82 19,153 89 36,47 82 19,153 89 36,47 82 10,153 89 36,47 82 10,153 89 36,47 82 10,153 89 36,47 82 10,153 89 36,47 82 10,153 89 36,47 82 11,154 82 1			
2,255,542 59	440,110 00							

THE PUBLIC

				V.—Table É.—
		Rec	eeipts.	
Cities.	Legislative Grants.	Municipal Grants and Assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
1 Belleville 2 Brantford 3 Chatham 4 Fort William 5 Guelph 6 Hamilton 7 Kingston 8 London 9 Niagara Falls 10 Ottawa 11 Peterborough 12 Port Arthur 13 St. Catharines 14 St. Thomas 15 Stratford 16 Toronto 17 West Toronto 18 Windsor 19 Woodstock	\$ c. 1,313 50 *3,852 25 1,523 17 1,699 00 *2,718 31 *11,258 86 *+3,531 80 9,939 76 1,174 50 *9,760 50 2,107 09 +2,168 00 1,528 72 2,573 00 1,929 76 *44,409 17 1,956 80 1,779 00 1,388 00	\$ c. 15,595 39 41,000 00 21,826 28 25,106 53 38,013 74 136,446 83 34,195 00 193,967 55 14,000 00 287,784 50 33,500 00 40,000 00 21,765 60 26,500 00 25,000 00 1,170,807 00 61,288 70 31,970 85 16,950 00	\$ c. 4,185 62 2,752 75 3,096 35 572 14 178 22 109,569 62 1,822 11 2,865 53 897 37 27,140 61 16,402 24 4,489 37 1,998 94 594 79 3,337 86 239,086 79 1,798 46 406 93 2,397 31	\$ c. 21,094 51 47,605 00 26,445 80 27,377 67 40,910 27 257,275 31 39,548 91 206,773 24 16,071 87 324,685 61 52,009 33 46,657 37 25,293 26 29,667 79 30,267 62 1,454,302 96 65,043 96 34,156 78 20,735 31
Totals Towns. 1 Alexandria. 2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora. 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford 21 Carleton Place 22 Chesley 23 Clinton 24 Cobalt 25 Cobourg 26 Collingwood 27 Copper Cliff 28 Cornwall 29 Deseronto 30 Dresden 31 Dundas * Grant for Technical Education inc	52 50 821 17 406 00 626 91 330 50 289 25 414 97 1,100 50 1,797 16 738 58 1,003 46 218 25 534 68 432 25 †2,040 24 560 50 *2,134 00 765 56 93 00 477 00 665 75 256 00 438 50 270 00 637 50 1,212 45 429 00 *1,255 80 467 00 723 75 587 00	2,235,718 37 1,419 26 3,798 32 4,384 00 4,127 66 5,742 19 3,300 00 4,661 45 15,626 43 28,499 67 4,444 58 4,784 00 280 68 1,922 68 5,000 00 8,725 46 5,800 00 17,300 00 2,295 00 1,800 00 6,603 13 7,443 00 3,100 00 4,153 30 22,550 00 32,200 00 15,700 00 6,011 72 6,800 00 4,744 680 00 4,744 60 3,725 75 5,700 00	1,139 19 1,166 98 835 99 931 85 1,995 72 61 20 39 50 564 85 1,274 26 1,064 20 591 87 272 71 252 24 137 03 266 21 218 44 55 66 337 14 13 75 37 65 203 07 1,088 19 196 53 4,785 63 14,989 75 1,398 10 4,784 27 955 84 368 71 614 33 212 24	2,765,922 57 2,610 95 5,786 47 5,625 99 5,686 42 8,068 41 3,650 45 5,115 92 17,291 78 31,571 09 6,247 36 6,379 33 771 64 2,709 60 5,569 28 11,031 91 6,578 94 19,489 66 3,397 70 1,906 75 7,117 78 8,311 82 4,444 19 4,788 33 27,605 63 47,827 25 18,310 55 11,224 99 9,011 64 5,580 31 5,063 83 6,499 24

^{*} Grant for Technical Education included. † Grant for Provincial Model School included.

SCHOOLS.—Continued.

Financial Statement.—Continued.

			penditure.			
	Teachers' Salaries.	Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books,	Reut and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.
1 2 3 4 5 6 7 8 9 10 11 11 12 13 14 15 16 17 18 19 19 19 19 19 19 19 19 19 19 19 19 19	\$ c. 10,991 18 30,380 13 16,857 72 14,505 49 20,040 89 106,416 13 27,938 02 105,967 35 9,994 50 123,643 84 26,964 76 15,460 10 13,260 93 20,940 15 18,032 22 619,868 78 23,574 50 24,631 45 13,740 75	\$ c. 2,183 60 1,476 78 3,542 18 787 13 11,057 65 82,146 25 1,351 82 50,583 60 119,177 24 6,673 23 18,341 88 500 00 2,953 51 267,984 44 19,063 90	263 96 149 11 7,008 94 2,530 69 1,537 82 40 00 25 00 2,105 29 4,874 46 	9,602 15 37,425 70 9,993 69 35,739 47 4,462 33 63,755 77 15,840 65 10,911 40 11,492 33 8,538 01 7,176 60 250,421 12 13,708 95 8,301 87 5,913 94	33,048,82 20,735 31	and the superior of the superior of the St.
	1,243,208 89	587,823 21	32,899 67	527,614 64	2,391,546 41	
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 22 23 24 25 26 27 28 28 29 20 20 20 20 20 20 20 20 20 20 20 20 20	835 00 3,484 30 4,055 69 3,824 00 4,095 00 2,636 23 3,658 36 11,813 80 21,944 40 3,678 62 3,301 50 500 00 1,985 26 3,943 78 7,074 80 4,383 86 11,876 25 2,025 00 1,555 00 4,560 06 5,515 30 2,465 78 3,545 00 3,292 20 5,250 50 11,323 42 3,370 26 6,527 00 4,357 69 3,815 40 4,666 27	1,763 54 317 58 594 98 1,262 26 61 75 250 00 250 00 189 97 19,928 66 40,019 77 2 00	524 18 107 40 4 50 15 40 30 63 706 39 429 61 284 69 621 53 81 40 24 50 91 31 88 54 50 00 232 29 20 00 222 70 85 45	4,087 97 6,981 60 1,150 92 1,551 46 12 50 544 60 1,428 99 2,570 28 1,527 05 6,186 40 808 11 351 75 1,861 78 2,716 94 1,249 98 854 19 2,243 69 2,068 58 6,288 10 2,449 64 981 03 780 76	16,608 16 31,119 15 5,431 81 6,069 47 512 50 2,611 26 5,397 27 10,998 65 6,061 20	60 98 534 78 34 54 180 46 2,271 83 49 39 683 62 451 94 815 56 309 86 259 14 98 34 172 01 33 26 517 74 1,127 01 82 30 675 94 79 56 538 44 2,055 66 488 44 399 7 1,564 66

THE PUBLIC

V.—Table E.—Financial

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		Receipts.					
Towns.—Continued.	Legislative Grants.	Municipal Grants and Assessments,	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.			
32 Dunnville 33 Durham. 34 East Toronto 35 Englehart. 36 Essex 37 Forest 38 Fort Frances 39 Galt. 40 Gananoque 41 Goderich 42 Gore Bay 43 Gravenhurst 44 Haileybury 45 Hanover 46 Harriston 47 Hawkesbury 48 Hespeler 49 Huntsville 50 Ingersoll 51 Kearney 52 Keewatin. 53 Kenora. 54 Kincardine 55 Kingsville 56 Latchford 57 Leamington 58 Lindsay 59 Listowel 60 Little Current 61 Massey 62 Mattawa 63 Meaford 64 Midland 65 Milton 66 Mitchell 67 Mount Forest 68 Napanee 69 New Liskeard 70 Newmarket 71 Niagara 72 North Bay 73 North Toronto 74 Oakville 75 Orangeville 76 Orillia 77 Oshawa 78 Owen Sound 79 Palmerston 80 Paris	\$ c. 426 00 +1,380 27 796 00 99 00 201 50 263 50 935 96 1,453 45 619 00 635 00 1,106 85 465 00 483 00 725 74 258 00 68 50 477 45 1,286 42 719 17 297 85 1,363 60 894 00 386 75 491 59 76 00 401 45 614 92 313 72 409 24 461 50 658 00 716 46 356 00 360 50 520 50 1,012 20 434 00 191 00 642 00 524 75 298 50 515 50 791 50 880 50 1,814 23 787 02 566 00 1,787 02 566 00 1,787 02 566 00 1,787 02 1,78	\$ c. 4,274 96 3,484 90 15,641 82 975 00 00 2,900 00 3,279 00 20,555 00 6,769 14 6,410 84 2,575 00 4,527 90 5,173 10 4,858 74 3,692 57 1,100 00 6,452 00 15,000 00 12,482 10 4,343 75 1,189 37 4,544 00 13,199 37 4,544 00 13,199 37 4,544 00 13,199 37 4,544 00 15,564 30 16,031 40 2,941 43 8,244 00 15,564 30 16,031 40 2,941 43 3,586 50 5,700 00 5,564 30 16,031 40 2,941 43 3,586 50 5,700 00 5,564 30 16,031 40 2,941 43 3,586 50 5,700 00 5,000 00 5,564 30 16,031 40 2,941 43 3,586 50 5,700 00 5,000 00 5,000 00 5,100 00 23,919 77 8,843 70 4,150 00 21,041 00 21,041 00 21,041 00 21,041 00 21,041 00 21,041 00 21,041 00 21,041 00 21,041 00 21,041 00 21,041 00 00	\$ c. 06 2,752 05 3,138 29 72 42 68 37 238 72 56 93 106 22 1,519 58 11 00 528 98 76 30 3,057 95 436 95 3,050 34 1,604 55 475 14 1,465 41 1,50 47 86 90 784 33 166 06 711 78 452 77 79 47 367 04 101 31 1,223 90 271 57 12 37 1,256 14 1,783 48 936 49 94 89 515 82 823 90 594 57 1,213 26 233 35 182 00 140 32 780 87 1,213 26 233 35 182 00 140 32 780 87 256 89 9,156 58 5,096 86 3,091 59 86 94 464 76	\$ c. 4,701 02 7,617 22 19,576 11 1,146 42 4,069 87 3,402 22 4,271 89 22,114 67 8,908 12 7,056 84 4,210 83 5,069 20 8,714 05 6,021 43 7,000 91 2,773 05 7,404 59 7,990 92 13,655 87 1,111 89 6,447 93 16,060 06 13,580 63 5,288 11 1,265 78 4,716 97 15,059 41 5,046 76 4 3,642 32 3,213 65 1,621 61 7,281 94 18,472 88 4,594 38 4,680 76			
81 Parkhill 82 Parry Sound 83 Pembroke 84;Penetanguishene 85 Perth	189 50 2,004 66 578 25 441 50 402 25	$\begin{array}{c} 1,650 & 00 \\ 28,647 & 40 \\ 8,466 & 69 \\ 6,861 & 72 \\ 5,500 & 00 \end{array}$	357 30 695 81 690 60 750 62 566 36	2,196 80 -31,347 87 9,735 54 8,053 84 6,468 61			

[†] Grant for Provincial Model School included.

‡ Including Protestant Separate School.

SCHOOLS.—Continued.

Statement.—Continued.

	Expenditure.									
Teachers' Salaries.	Sites, and building school houses.	Libraries, maps, apparatus, prizes, and school books.	Rents and repairs, fuel, and other expenses.	Total expenditure for all Public School purposes.	Balances.					
\$ c. 32	\$ c. 364 11 3,819 48 2,583 23 125 85 49 85 3,675 00 1,080 22 995 00 8,860 28 650 79 110 00 983 57 117 00 8,180 52 74 30 15 30 104 09 320 70 23 10 300 00 5,817 85 1,028 00	\$ c. 38 50 265 41 531 70 56 49 31 10 250 00 121 25 211 87 124 04 28 24 258 17 501 88 808 06 152 21 78 00 169 32 25 15 50 00 100 00 114 73 249 25 10 00 459 38 23 20 41 80 151 60 37 40 425 14	\$ c. 932 46 1,962 31 5,555 23 568 67 1,105 31 822 59 464 10 5,835 14 2,701 32 1,463 85 732 04 1,195 84 3,970 16 1,306 22 1,652 53 885 37 1,479 26 2,821 05 174 22 738 59 4,350 16 2,821 05 174 22 738 59 4,350 16 2,821 05 174 22 738 59 4,350 16 2,624 45 386 45 702 62 3,495 81 1,530 48 923 68 230 08 216 75 2,261 97 2,054 86 559 44 849 31 1,442 55 1,391 18 1,577 14 1,449 92 458 15 15,062 69 2,583 79 902 74 1,236 63 3,560 93 2,907 11 6,010 23 1,47 68 1,47 68 1,47 68 1,47 68	\$ c. 4,525 96 6,921 08 19,576 11 1,117 00 3,898 89 3,178 69 3,824 10 20,878 32 8,550 36 7,056 84 4,113 58 4,920 45 7,448 40 5,641 75 6,505 76 2,186 12 6,861 51 7,393 95 13,366 03 1,080 70 5,324 23 16,060 06 13,380 88 4,700 24 1,207 34 4,716 60 15,059 41 5,015 25 3,299 93 3,120 53 1,273 95 6,971 97 18,137 18 4,356 04 4,032 31 4,294 05 6,123,58 6,566 45 5,229 22 1,903 15 23,733 69 9,468 77 3,834 41 16,857 01 23,050 61 5,015 86 32,366 11	31 51 51 342 39 93 12 347 66 309 97 335 70 238 34 242 58 168 77 920 82 40 32 1,593 04 621 20 1,010 08					
81 1,730 00 82 8,687 31 83 6,081 83 84 4,696 50 85 4,695 00	16,099 08 1,775 80 819 75	581 33	1,936 49	2,174 17 27,242 86 9,735 54 7,917 43 6,463 36	4, 105 01 136 41 5 25					

THE PUBLIC V.—Table E.—

				V.—Table E.—
	V	Rec	ceipts.	
Towns.—Concluded.	Legislative Grants.	Municipal Grants and Assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
86 Petrolea 87 Picton 88 Port Hope 89 Powassan 90 Prescott 91 Preston 92 Rainy River 93 Renfrew 94 Ridgetown 95 Rockland 96 St. Mary's 97 Sandwich 98 Sarnia 99 Sault Ste. Marie 100 Seaforth 101 Simcoe 102 Smith's Falls 103 Southampton 104 Stayner 105 Steelton 106 Strathroy 107 Sturgeon Falls 108 Sudbury 109 Thessalon 110 Thornbury 111 Thorold 112 Tillsonburg 113 Trenton 114 Uxbridge 115 Vankleek Hill 116 Walkerton 117 Walkerville 118 Wallaceburg 119 Waterloo 120 Webbwood 121 Welland 122 Whitby 123 Wiarton 124 Wingham	585 21 727 00 372 36 449 50 441 59 591 50 324 50 324 50 324 50 1,386 00 1,386 00 1,386 00 1,652 00 332 50 541 32 1,041 25 523 61 602 69 305 00 502 50 302 00 307 00 737 46 339 67 201 00 423 86 514 00 260 50 1,59 50 413 73 443 200 1,021 81 662 40 360 96 552 86	\$ c. 6,000 00 13,800 00 8,000 00 1,900 00 4,000 00 23,175 25 3,809 74 5,323 85 4,098 96 1,172 65 5,165 80 1,750 00 19,105 50 19,033 00 6,399 12 4,523 00 9,519 88 4,567 61 3,170 69 5,350 00 4,925 00 4,212 54 2,200 00 3,600 00 2,178 75 3,440 00 6,000 00 5,351 94 3,367 00 4,456 00 4,456 65 7,500 00 6,471 81 8,972 11 1,800 00 6,670 00 4,250 00 4,759 29 3,891 33	\$ c. 1,634 12 4,089 88 18 00 512 00 210 01 147 31 375 68 1,126 72 14 24 123 47 380 49 453 28 2,100 40 638 03 41 38 904 56 21 00 281 05 2,692 05 436 06 302 51 1,069 26 7,009 21 194 26 84 33 77 21 5 03 1,172 16 7 48 801 44 56 80 1,369 04 171 16 4,348 42 111 67 2,715 81 66 69 149 83	\$ c. 8,384 12 18,475 09 8,745 00 2,784 36 4,659 51 23,764 15 4,776 92 7,392 07 4,437 70 1,333 12 6,076 54 2,329 78 22,591 90 21,323 03 6,773 00 5,968 88 10,582 13 5,372 27 6,465 43 6,091 06 5,730 01 5,583 80 9,516 21 4,531 72 2,602 75 3,718 21 6,428 89 7,038 10 3,634 98 5,416 94 4,927 18 9,301 04 7,664 78 13,982 93 2,272 63 9,938 67 4,647 80 5,242 48 4,434 66
Totals	77,047 51	887,979 53	129,679 97	1,094,707 01
1 Rural Schools 2 Cities 3 Towns 4 Villages	493,263 64 106,611 19 77,047 51 37,155 96	2,653,805 31 2,235,718 37 887,979 53 282,291 90	1,681,003 53 423,593 01 129,679 97 119,962 35	4,828,072 48 2,765,922 57 1,094,707 01 439,410 21
5 Grand Totals, 1908	714,078 30 614,715 41	6,059,795 11 5,704,508 47	2,354,238 86 2,147,324 47	9,128,112 27 8,466,548 35
7 Increases	99,362 89	355,286 64	206,914 39	661,563 92
9 Percentages	7.82	66.38	25,79	**********
0 / 1	11 1 44	1 D 1/	0 1 1 015 00	0:1: 400.00

Cost per pupil, enrolled attendance: Rural Schools, \$15.09; Cities, \$28.90; Grant for Provincial Model School included.

SCHOOLS.—Concluded.

Financial Statement.—Concluded.

Expenditure.									
	Teachers' Salaries.	Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balanes.			
86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124	\$ c. 5,781 43 5,059 62 6,633 90 1,672 05 3,370 78 5,058 58 2,880 00 4,533 00 3,195 69 904 32 4,093 63 1,366 66 13,853 26 12,782 68 2,755 00 4,312 00 8,027 59 3,652 43 2,873 94 2,873 94 2,873 94 2,873 94 2,873 94 2,873 94 2,873 94 4,158 85 2,914 50 2,055 00 3,842 10 5,954 67 7,496 73 1,545 55 4,052 20 3,591 75 4,133 00 3,298 01	\$ c. 2,958 06 1 00 16,218 45 233 88 608 25 91 41 487 02 2 90 69 91 569 40 468 22 125 00 40 72 3,618 00 80 70	\$ c. 34 60 30 72 13 20 85 02 155 58 14 19 61 76 49 50 99 24 498 46 292 95 41 00 197 68 96 57 31 75 26 87 331 39 437 75 182 52 330 00 43 47 42 40 14 39 126 37 555 07 20 91 10 00 16,650 73	\$ c. 2,382 56 5,493 29 2,076 50 603 69 1,149 58 1,663 43 1,423 85 2,236 63 819 53 265 46 1,764 52 537 89 4,587 03 7,421 14 2,849 81 1,361 03 2,513 54 906 03 1,218 45 1,666 38 1,122 23 1,541 13 879 25 397 49 853 36 1,331 21 2,138 33 628 28 494 95 956 05 2,889 40 1,029 10 2,086 45 541 05 1,732 33 1,056 05 1,078 66 693 01	\$, c. 8,163 99 13,510 97 8,745 00 2,307 46 4,533 56 23,025 48 4,693 31 7,392 07 4,076 98 1,261 19 5,858 15 1,954 05 18,539 53 21,189 30 5,604 81 5,968 88 10,582 13 4,558 46 4,290 07 5,664 41 5,603 98 5,003 21 6,465 65 3,542 78 2,592 35 4,832 56 8,426 12 7,301 74 13,579 87 2,212 97 6,420 30 4,647 80 5,232 57 4,001 02	\$ e . 220 13 4,964 12 476 90 125 95 738 67 738 67 83 61 360 72 71 93 218 39 375 73 4,052 37 133 73 1,168 19 813 81 2,175 36 426 65 126 03 580 67 3,472 47 109 72 88 87 31 255 825 68 572 45 92 20 2,824 59 92 20 2,824 59 94 62 874 92 363 04 403 06 59 66 3,518 37 9 91 433 64 82.839 31			
1 2 3 4	2,255,542 59 1,243,208 89 581,196 62 240,319 91	440,710 06 587,823 21 175,144 19 26,046 97	58,527 28 32,899 67 16,650 73 11,240 70 119,318 38	660,583 26 527,614 64 238,876 16 85,849 36	2,391,546,41 1,011,867,70 363,456,94 7,182,234,24	1,412,709 29 374,376 16 82,839 31 75,953 27 1,945,878 03			
5 6 7 8	4,320,268 01 4,108,039 89 212,228 12	1,033,912 16	197,105 15 77,786 77 1.66	1,502,946 14 9,977 28 21,06	6,842,003 34	321,333 02			
	60.15	17.12	1.00						

Towns, \$15.75; Villages, \$13.75; Province, \$17.97.

ROMAN CATHOLIC

1.—Table F.—Financial

•									
		Receipts.							
Rural Schools.	Number of Schools.	Legislative grants.	Municipal grants and assessments.	Balances subscribed and other sources.	Total amount received.	Teachers' salaries.			
1 Bruce 2 Carleton 3 Essex 4 Frontenac 5 Grey 6 Hastings 7 Huron 8 Kent 9 Lambton 10 Lanark 11 Leeds and Grenville 12 Lennox and Addington 13 Middlesex 14 Norfolk 15 Northumberland 16 Ontario 17 Peel 18 Perth 19 Peterborough 20 Prescott and Russell 21 Renfrew 22 Simcoe 23 Stormont, Dundas and Glengarry 24 Victoria 25 Waterloo 26 Wellington 27 York 28 Districts	8 19 27 111 7 7 7 9 8 8 1 1 5 1 1 1 6 6 1 1 2 2 8 8 1 1 1 1 1 1 2 1 1 1 1 1 1 1	\$ c. 904 00 1,596 09 1,933 80 1,124 75 256 40 487 00 625 06 698 30 57 00 186 00 209 40 255 56 251 00 114 00 307 00 162 00 42 00 541 50 72 00 7,352 91 1,133 09 247 00 1,166 50 259 62 660 00 251 03 38 00 5,308 63	\$ c. 6,057 59 8,324 21 16,007 06 3,663 15 3,232 25 2,146 68 4,920 87 3,926 71 600 00 953 67 825 57 646 77 2,188 10 939 95 1,683 93 208 62 396 13 3,692 84 556 57 32,093 07 3,392 11 1,446 75 6,449 55 973 19 6,012 27 2,838 85 962 84 9,848 79	\$ c. 2,614 31 2,321 74 6,212 26 1,493 54 1,078 96 956 61 1,270 87 1,610 41 301 82 170 10 120 26 127 89 609 88 570 50 475 60 1,075 40 154 17 4,792 86 2,288 16 14,761 04 2,003 18 154 02 2,116 02 2,116 02 192 05 5,068 61 898 36 338 05 7,425 94	\$ c. 9,575 90 12,242 04 24,153 12 6,281 44 4,567 61 3,590 29 6,816 80 6,235 42 958 82 1,309 71 1,155 23 1,030 22 3,048 98 1,624 45 2,466 53 1,446 02 592 30 9,027 20 2,916 73 54,207 02 6,528 38 1,847 77 9,732 07 1,424 86 11,740 88 3,988 24 29,98 45 22,583 36	\$ c. 5,642 35 6,753 24 13,077 94 3,661,27 2,412 24 2,119 70 3,617 06 3,757 86 375 00 825 00 925 00 925 00 1,818 25 520 00 1,748 15 600 00 300 00 3,125 00 27,229 19 3,186 19 1,250 00 5,806 60 957 61 4,405 00 2,104 75 400 00 10,449 06			
Totals	281	26,239 64	124,647 65	61,202 61	212,089 90	108,081 46			
Cities.		,							
1 Belleville 2 Brantford 3 Chatham 4 Fort William 5 Guelph 6 Hamilton 7 Kingston 8 London 9 Niagara Falls 10 Ottawa 11 Peterborough 12 Port Arthur 13 St. Catharines 14 St. Thomas 15 Stratford 16 Toronto 17 Windsor 18 Woodstock	3 2 1 1 3 8 8 3 7 1 31 3 1 1 21 3 1 1 1 1 1 1 1 1 1 1 1 1	235 50 282 00 252 50 405 00 399 25 1,368 50 525 50 819 00 135 00 5,031 25 659 50 426 00 349 50 196 00 4,822 75 685 00 102 00	2,484 12 2,993 32 3,637 90 3,507 67 4,544 57 16,950 00 7,096 07 11,808 65 1,189 12 113,365 44 8,043 56 6,924 59 4,163 62 2,948 54 3,463 65 76,809 16 9,022 14 789 74	6,767 53 666 86 701 09 1,090 57 15,719 36 1,402 23 11,113 29 1,568 89 1,118 80 73,805 80 	9,487 15 3,942 18 4,591 49 5,003 24 20,663 18 19,720 73 18,734 86 14,196 54 2,442 92 192,202 49 8,703 06 9,834 88 4,594 17 3,754 22 10,293 35 89,221 14 9,707 14 1,198 76	1,325 00 1,432 50 1,432 38 2,310 00 2,300 00 7,400 00 4,368 00 900 00 60,965 00 5,472 00 2,660 00 2,250 00 1,156 25 2,160 00 24,418 33 7,144 00 858 00			
Totals	94	16,990 25	279,741 86	131,559 39	428,291 50	132,902 36			

SEPARATE SCHOOLS.

Statement, Teachers, etc.

penditure.					Te	eachers		
Sites and building school houses. Libraries, maps, apparatus, prizes	and school books. All other purposes.	Total amount expended.	Balances,	Number of Teachers.	Male.		Average salary, male.	Average salary,
2 1,716 11 4 3 3,201 30 2 4 175 98 2 5 577 91 6 6 198 34 1 7 1,003 75 1 8 204 01 1 9 1 10 73 91 11 30 08 12 51 13 33 03 14 89 80 15 15 16 188 90 17 251 50 17 251 50 1,755 00 20 7,315 72 1,8 21 605 01 2 21 605 01 2 22 14 10 10	170 45 1,225 95 166 18 2,408 14 183 03 4,541 82 167 00 1,205 26 156 68 62 780 41 156 53 1,003 96 156 53 1,003 98 127 41 41 29 97 43 71 94 96 32 69 723 22 10 00 175 16 10 328 5 423 80 10 1,203 6 10 1,203 6 10 1,203 6 10 1,203 6 10 1,203 6 10 1,203 6 10 1,203 6 10 1,203 6 10 1,203 6 10 1,203 6 10 1,203 6 10 1,203 6 10 1,203 6 10 1,203 6 10 1,203 6 10 <	7,703 50 11,343,67 21,054 09 5,309 51 3,839 18 2,985 82 5,732 88 706 87 1,026 32 1,094 08 905 41 2,607 18 6 2,076 65 1,218 20 1,218 20 1,218 20 1,218 20 1,218 20 2,476 87 4,967 84 4,967 84 4,967 84 4,967 84	1,113 04 251 95 283 46 61 15 124 81 441 80 829 49 389 82 227 82 19 00 3 1,205 82 11,910 54 1,560 54 182 73	277 344 111 77 111, 9 13, 44 22, 55, 11, 11, 12, 13, 14, 12, 14, 14, 15, 16, 17, 18, 18, 18, 18, 18, 18, 18, 18, 18, 18	5 1 1	4 . 2 . 5 . 1 . 5	\$492 500 400 500 500 500 500 525 325	\$ 324 225 378 340 350 346 350 346 373 266 357 369 500 341 300 403 300 403 300 285 286 286
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	1,317 33 9 8,683 02 3 3,029 66 967 9	107 58 3 057 86 958 58 7 30 48	3 2 6 13 8 6 8 2	3	2 13 6 2 37	283	475 363 367 200 291
31,295 82 6,	362 70 30,478 2	6 176,218 2	35,871 6	6 348	23	325	412	316
4 1,107 65 5 11,479 95 6 4,362 11 1, 7 2,378 17 8 4,308 69 9 70 00 10 37,297 70 3, 11 631 93 12 1,617 73 13	314 88 775 8 45 81 775 8 275 00 2 240 5 374 78 3.967 7 65 00 4.225 2 72 27 400 60 69 54 90.870 2 182 18 2.360 4 182 18 2.360 4 182 18 2.360 4 185 18 18 2.360 4 186 11 1,722 2 1,007 32 28,187 77 50 294	88	7	1	7,	21 3 7 128 1 17 6 9 5 7 7 85 16 2	. ,	260 483 250 225 300 203 323 437
113,825 48 9	,359 70 157,091	18 413,178 7	72 15,112	78 42	7 40	381	494	010

ROMAN CATHOLIC

I.—Table F.—Financial

					I.—Table F	.—Financial
	ró		Rec	eipts.		Ex-
Towns.	Number of Schools.	Legislative Grants.	Municipal grants and assessments.	Balances subscribed and other sources.	Total amount received.	Teachers' Salaries,
1 Alexandria 2 Almonte 3 Amherstburg 4 Arnprior 5 Barrie 6 Berlin 7 Blind River 8 Bonfield 9 Brockville 10 Cache Bay 11 Cobalt 12 Cobourg 13 Collingwood 14 Cornwall 15 *Dundas 16 Fort Frances 17 Galt 18 Goderich 19 Hawkesbury 20 Ingersoll 21 Keewatin 22 Kenora 23 Latchford 24 Lindsay 25 Massey 26 Mattawa 27 Mount Forest 28 Newmarket 29 North Bay 30 Oakville 31 Orillia 32 Oshawa 33 Owen Sound 34 Paris 35 Parkhill 36 Pembroke 37 Perth 38 Picton 39 Prescott 40 Preston 41 Rainy River 42 Renfrew 43 *Rockland 44 St. Mary's 45 Sandwich 46 Sarnia 47 Sault Ste. Marie 48 Seaforth 49 Steelton 50 Sturgeon Falls	21 22 1 1 1 1 1 1 1 1 1 1	\$ c. 304 00 127 00 482 25 207 75 140 00 445 00 201 50 317 25 328 75 259 00 66 25 79 50 546 25 80 50 60 31 00 289 50 489 40 62 50 31 00 445 00 64 00 189 75 66 50 27 00 330 00 176 65 35 50 36 66 50 27 00 330 00 176 65 50 35 66 50 27 00 330 00 176 65 50 35 66 50 27 00 330 00 176 65 50 35 50 38 00 16 64 00 16 50 27 00 35 50 35	\$ c. 3,859 55 1,061 65 3,113 89 3,373 52 2,107 77 5,609 76 1,000 00 1,135 15 2,504 75 700 00 3,000 00 1,150 00 4,000 00 875 96 470 00 798 90 3,240 15 926 40 750 00 2,100 00 2,25 00 2,100 00 2,25 00 2,100 00 2,25 00 4,52 95 374 83 5,759 15 439 18 2,090 13 554 95 374 83 5,759 15 439 18 2,090 13 554 95 1,382 47 465 40 469 67 3,528 04 1,306 57 3,528 04 1,306 57 3,528 04 1,306 57 3,528 04 1,306 57 3,528 04 1,306 57 3,528 04 1,306 57 2,084 84 4,034 53 4,92 93 3,292 70 2,084 00 2,880 90 744 06 2,300 00 4,158 04	314 55 266 79 1,529 50 2,228 68 1,189 63 989 78 9,306 10 976 43	\$ c. 4,478 10 1,455 44 5,125 64 5,809 95 3,437 40 7,044 54 10,586 10 2,313 08 2,822 00 1,037 75 8,562 49 1,436 00 1,610 00 8,437 83 2,773 59 763 2,773 59 763 2,773 59 763 2,773 59 60 1,031 60 1,244 10 2,424 22 525 00 3,342 80 1,721 20 14 6,721 20 9,565 55 4,884 27 857 457 497 6,212 09 565 55 4,884 27 857 45 3,088 44 1,070 48 1,772 26 1,468 48 1,772 26 1,468 48 1,772 26 1,468 48 1,772 26 1,468 48 1,772 26 1,468 48 1,772 26 1,468 48 1,772 26 1,468 48 1,772 26 1,468 48 1,772 26 1,468 48 1,772 26 1,473 74 1,880 85 1,030 29 3,280 49 4,278 01 862 18 3,746 00 3,073 24 16,818 70 961 78 4,535 35 4,750 94	\$ c. 1,800 00 973 50 2,000 00 2,947 50 900 00 3,630 00 450 00 1,084 45 2,075 00 740 00 1,991 95 1,000 00 4,725 00 600 00 475 00 2,299 85 575 00 1,185 00

^{*} Statistics of preceding year, except Legislative Grant.

SEPARATE SCHOOLS.—Continued.

Statement, Teachers, etc.—Continued.

penditure.						Т	'eache	rs.	
Sites and building school	Libraries, maps, apparatus, prizes and school books.	All other purposes.	Total amount expended.	Balances.	Number of Teachers.	Male,	Female.	Average salary, male.	Average salary, female.
6 2 019 64 7 8,500 00 8 120 42 9 10 92 50 11 5,636 84 12 14 50 00 15 1,535 18 16 17 182 97 18 19 1,135 78 20 21 211 40 22 23 24 25 131 85 26 27 28 29 1,863 87 30 5 30 31 2,012 79 32 227 00 33 228 80 34 36 444 87 37 155 54 38 39 41 240 86 42 43 1,215 35 44 45 80 00 46 500 00	\$ e. 36 87 281 39 150 34 308 82 2815 70 21 25 30 35 360 48 145 48 23 93 35 95 12 12 3 34 45 20 24 94 31 80 23 88 79 31 35 95 135 40 5 00 604 00 604 00 604 00 22 36 629 02 55 01 21 60 7 19 13 25 89 94 21 60 17 00 93 00 5 50 24 15 451 45	\$ c. 1,489 48 170 79 170 79 52 1,909 52 1,909 52 1,909 52 1,909 52 1,909 50 0361 95 746 05 147 36 514 36 147 36 514 37 160 54 193 21 164 72 1,740 45 311 87 363 20 437 56 152 41 656 54 113 69 135 14 1,074 23 155 61 477 69 124 65 252 20 24 78 55 61 477 69 124 65 252 26 26 24 78 55 61 477 69 124 65 252 26 26 24 78 55 61 477 69 124 65 252 26 26 24 78 55 61 477 69 124 65 252 26 25 26 26 25 26 26 26 26 26 26 26 26 26 26 26 26 26	5,179 42 932 07 1,063 44 2,104 97 499 45 3,056 96 1,098 14 2,353 14 703 69 443 48 5,920 02 546 31 3,607 98 7,56 65 1,805 00 509 21 437 77 4,033 18 1,646 38 478 55 1,653 57 1,329 08 1,010 36 2,523 08 4,219 76 493 76 2,781 98 2,364 05 14,874 05 8 20 13 8 20 13 8 20 13 8 20 13 8 20 13 8 20 13	\$ c. 668 74 85 000 431 79 452 93 145 54 397 011 1,225 40 725 01 95 27 54 58 89 21 68 151 35 346 81 106 78 368 96 18 94 320 18 99 53 180 66 319 25 25 55 285 84 623 37 691 60 290 01 131 49 292 07 19 24 1,276 29 100 80 1,283 40 561 27 81 99 435 30 1,25 88 1,016 61 2,820 17 551 77 19 93 757 41 58 25 368 42 964 92 1,944 05 1,186 90 418 71	$egin{array}{cccccccccccccccccccccccccccccccccccc$		15 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	\$ 700 537 475 750 800	200 200 287 500 270 250 833 425 225 250 325 372 350 240 240 200 350 273 360 273 362 662 622 242 242

ROMAN CATHOLIC

I.—Table F.—Financial

			Rece	ipts.		Ex-
Towns.—Continued.	Number of Schools	Legislative Grants.	Municipal grants and assessments,	Balances subscribed and other sources.	Total amount received.	Teachers' Salaries,
51 Sudbury 52 Thorold 53 Trenton 54 Vankleek Hill 55 Walkerton 56 Walkerville 57 Wallaceburg 58 Waterloo 59 Whitby	1 1 1 1 1 1 1 1 1 1 1 1	\$ c. 269 00 105 25 119 25 116 00 143 50 85 50 214 52 150 75 50 50	\$ c. 3,210 30 868 75 1,341 08 1,176 53 1,102 76 695 60 1,809 52 1,931 92 305 79	\$ c. 1,560 00 10 72 202 87 557 26 359 95 420 80 2,170 48 108 53 276 19	\$ c. 5,039 30 984 72 1,663 20 1,849 79 1,606 21 1,201 90 4,194 52 2,191 20 632 48	\$ c. 2,660 00 650 00 800 00 1,000 00 800 00 710 00 1,000 00 800 00 400 00
Totals	74	11,497 27	105,170 89	67,207 01	183,875 17	72,435 19
1 Rural Schools	281 94 74 16	26,239 64 16,990 25 11,497 27 1,620 69	279,741 86 105,170 89	131,559 39 67,207 01	212,089 90 428,291 50 183,875 17 19,811 71	108,081 46 132,902 36 72,435 19 9,884 00
5 Grand Totals, 1908 6 Grand Totals, 1907	465 449		521,436 71 442,316 03		844,068 28 791,379 79	
7 Increases	16	15,823 64	79,120 68	42,255 83	52,688 49	
9 Percentages		6.67	61.77	31.55		42.45

Cost per pupil, enrolled attendance: Rural Schools, \$10.99; Cities, \$18.68;

SEPARATE SCHOOLS.—Continued.

Statement, Teachers, etc.—Concluded.

per	nditure.					p	Т	'eacher	rs.	
	Sites and building school houses.	Libraries, maps, apparatus, prizes and school books.	All other purposes.	Total amount expended.	Balances.	Number of Teachers.	Male,	Female,	Average salary, male.	Average salary, female,
51 52 53 54 55 56 57 58 59	\$ c. 1,473 58 25 40 156 15 404 81 639 61 114 87	75 86 27 84 5 50 159 36 13 82	\$ c. 761 36 325 69 505 08 250 00 639 64 352 87 540 98 682 34 117 61	\$ c. 4,894 94 975 69 1,380 94 1,595 79 1,068 37 2,105 15 2,135 77 632 48	\$ c. 144 36 9 03 282 26 546 55 10 42 133 53 2,089 37 55 43	6 3 4 5 4 2 4 4 1		6 3 4 5 4 2 4 4 1	\$	\$ 317 217 317 200 200 355 250 200 400
-	43,071 49	3,809 00	36,865 45	156,181 13	27,694 04	255	6	249	660	281
1 2 3 4	31,295 82 113,825 48 43,071 49 1,836 49	9,359 70 3,809 00	30,478 26 157,091 18 36,865 45 3,812 50	176,218 24 413,178 72 156,181 13 16,013 93	35,871 66 15,112 78 27,694 04 3,797 78	427	23 46 6	325 381 249 35	412 494 660	316 272 281 288
5 6	190,029 28 186,908 14		228,247 39 229,793 55			1,065 1,034	75 95		482; 400.	289 270
7. 8	3,121 14	4,021 72	1,546 16	47,415 88	5,272 61	31	20	51	82	19
9	24.95	2.62	29.97				7.04	92.95		

Towns, \$11.28; Villages, \$10.19; Province, \$14.22.

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

									,
					average dance.				Read-
Rural Schools.	Number of Pupils.	Boys.	Girls,	Average daily attendance.	Percentage of average to total attendance.	First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.
1 Bruce 2 Carleton 3 Essex 4 Frontenac 5 Grey 6 Hastings 7 Huron 8 Kent 9 Lambton 10 Lanark 11 Leeds and Grenville 12 Lennox and Addington 13 Middlesex 14 Norfolk 15 Northumberland 16 Ontario 17 Peel 18 Perth 19 Peterborough 20 Prescott and Russell 21 Renfrew 22 Simcoe 23 Stormont, Dundas and Glengarry 24 Victoria 25 Waterloo 26 Wellington 27 York 28 Districts	747 1,357 1,945 383 257 212 424 418 44 107 70 130 68 149 5,025 583 212 894 96 6205 84 1,544 16,033	387 645 1,060 189 117 103 214 204 22 51 36 64 26 82 23 8 192 28 2,479 307 104 449 52 288 115 411 772	360 712 885 194 140 202 214 22 56 34 37 66 42 67 30 12 156 14 2,546 276 108 445 44 258 90 43 772 7,942	429 690 1,074 132 105 249 231 23 54 36 40 81 46 89 31 14 223 2,927 307 125 485 61 354 40 40 40 40 40 40 40 40 40 40 40 40 40	53 59 54 63 65 52 47 55	171 511 675 113 45 60 77 130 9 23 155 12 30 16 288 588 16 1,925 179 67 374 26 118 45 21 727 5,481	114 54 170 13 78 12 12 282	80 26 131 17 135 41 29 259	204 253 73 62 39 81 68 11 20 15 15 25 7 41 12 2 8 8 673 100 36 107 9 146 42 22 21 181
Cities.								1	
1 Belleville 2 Brantford 3 Chatham 4 Fort William 5 Guelph 6 Hamilton 7 Kingston 8 London 9 Niagara Falls 10 Ottawa 11 Peterborough 12 Port Arthur 13 St. Catharines 14 St. Thomas 15 Stratford 16 Toronto 17 Windsor 18 Woodstock	305 363 283 389 419 1,644 666 744 163 7,870 863 290 366 216 362 6,065 984 121	63	392 139 178 102 148 2,878 491 58	625 208 266 182 282 3,874 690 79	72 72 73 84 78 64 70 65	169 82 446 206 152 48 2,442 204 62 100 46 85 1,544 	127 54 35 32 60 736 203 17	78 40 62 103 249 114 182 33 1,563 127 45 722 46 159 1,266 159	72 64 57 83 287 149 136 32 1,430 194 80 74 44 86 1,327 200 30
Totals	22,113	11,540	10,573	15,112	68.34	6,128	3,459	4,241	4,394

SEPARATE SCHOOLS.—Continued.

various Branches of Instruction, etc.

ing.		-								
	Fourth Reader.	Fifth Reader.	Art,	Geography.	Music.	Literature.	Composition.	Gramn'ar,	English History.	Canadian History.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 22 23 24 25 26 27 28 28 28 29 29 20 20 20 20 20 20 20 20 20 20 20 20 20	119 149 274 105 59 49 137 58 7 33 11 23 37 26 32 20 7 105 11 351 88 22 106 22 67 58	7 22 7 6 5 5 23 13 15 2 1 2 2 10 36 22 10 36 22 7 6 6 5 5 7 7 7 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	68 112 46 348 2,431	44 52 94 47 97 46 13	174 511 96 437 87 84	532 625 1,068 258 202 163 353 191 44 70 102 47 106 13 334 26 1,582 318 140 394 96 441 167 84 245	605 862 1,099 262 186 169 360 235 44 70 50 50 102 47 111 40 13 322 26 2,632 333 140 511 86 439 181 84	390 675 659 208 160 102 275 148 23 70 36 50 78 84 35 13 253 19 1,775 235 68 274 61 61 248 123 22 437	275 311 348 149 81 711 177 95 23 34 14 42 55 26 44 23 8 131 19 58 87 37 132 40 66 85	288 727 641 170 135 99 238 117 23 51 12 29 50 73 37 75 12 202 19 1,490 131 58 274 48 8180 113 22 281
	2,066	211	9,535	8,900	5,842	7,732	9,614	6,558	3,033	5,618
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	77 85 55 49 91 246 110 154 30 967 211 49 85 48 92 886 142 23	306	863 290 366 216 362	305 363 283 220 277 1,594 373 744 125 6,736 631 174 259 216 362 4,071 984 121	283 389 419 1,644 666 744 163 5,384 290 366 216 362 5,044 984	238 363 283 220 377 1,594 373 744 125 6,437 680 228 366 216 362 4,472 984 121	363 283 220 277 1,594 373 744 163 6,175 752 290 366 216 362 4,420 984 121	126 157 159 168 174 1,029 259 290 62 4,242 405 174 159 216 177 2,841 342 53	174 501 110 154 62 1,452 261 49 85 48 92 1,943 237 23	405 174 159 102 177 2.282 342 53
1	3,400	491	19,613	17,838	18,170	18,183	17,941	11,033	5,978	10,198

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

		11.	—Table (i.—Att	endance	Pupili	s in the
Rural Schools.—Continued.	Physiology and Hygiene.	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra,	Geometry.
1 Bruce 2 Carleton 3 Essex 4 Frontenac 5 Grey 6 Hastings 7 Huron 8 Kent 9 Lambton 10 Lanark 11 Leeds and Grenville 12 Lennox and Addington 13 Middlesex 14 Norfolk 15 Northumberland 16 Ontario 17 Peel 18 Perth 19 Peterborough 20 Prescott and Russell 21 Renfrew 22 Simcoe 23 Stormont, Dundas and Glengarry 24 Victoria 25 Waterloo 26 Wellington 27 York 28 Districts Totals	497 533 648 170 143 153 256 165 23 43 22 62 77 37 50 23 7 173 19 1,295 58 241 31 237 97	449 740 1,063 223 187 168 370 255 44 73 44 49 110 68 109 40 20 318 1,614 174 387 96 380 109 84 320 7,708	562 996 168 149 71 397 118 44 	288 177 255 3 23 23 23 310 5 1 1 1 2 2 2 1	7 844 110 96 62 5 153 29 5 2 100 2 2 23 - 1 100 629 34 4 29 163 63 7 7 186	9 16 6 6 6 6 5 23 11 5 22 1 1 2 2 3 1 10 46 17 6 5 9 9 1 7 2 2 204	16 3 5 6 5 23 11 5 2 1 1 2 1 1 1 3 2 2 2 2 1 1 1 1 0 6 6 6 5 5 2 3 3 1 1 1 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0
Cities. 1 Belleville	305	305			305		
2 Brantford 3 Chatham 4 Fort William 5 Guelph 6 Hamilton 7 Kingston 8 London 9 Niagara Falls 10 Ottawa 11 Peterborough 12 Port Arthur 13 St. Catharines 14 St. Thomas 15 Stratford 16 Toronto 17 Windsor 18 Woodstock	363 283 168 174 1,644 460 744 163 5,524 261 49 366 216 362 2,445 984 53	363 283 389 419 1,644 660 744 163 6,949 798 290 366 216 362 3,684 984 53	363 283 389 419 1,644 660 744 163 6,397 413 290 366 216 362 3,778 984	943	1,779 101 216	152	152
Totals	14,564	18,672	17,776	1,279	3,415	456	456

SEPARATE SCHOOLS.—Continued.

various Branches of Instruction, etc.—Continued.

vari	ous Branches	or instru	10000, 6		unidea.					
	The second second				ઝ ૂં				Maps a Prizes	nd ke
	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.		Number of Schools Parising Prizes. Number of Trees planted on Arbor Day.
1 2 3 4 5	1 . 1 . 4 .	973 . 1,482 . 1 .	278	44	1 3 1		250		88 131 256 50 70	4 30 6 66 12 23 3 5 2 12
6 7 8	5	5 . 256 .		$\begin{array}{c} 5 \\ 22 \\ 10 \\ 5 \end{array}$	23		73		42 94 97 10.	4 6 5
9 10 11 12					i				13 . 28 10 46	1 3 1 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
13 14 15 16	1.	i						.,,,,,,,,	13 . 26 . 8 .	9
17 18 19 20	1.	1 448	2	187	187	143	287		84 6 367	3
21 22 23	50 9	562		5 9			105	58	89 22 64 13	3 44 , 3 3 82 1 6
24 25 26 27	9	9	236	1		38 21 9	43 21	42	97 44, 7 110	5, 25 2, 6 20 36
28		1,291			$\frac{13}{254}$	711		229	1,891	The same of the sa
	87	9,252	516	299	204		,,,,,,,,	,,,,,,,	4	,,,,,
3							283	283	12 6 9	1,,,,,,
5 6 7	15	35					.,,,,,,,,	· · · · · · · · · · · · · · · · · · ·	26 50 15 52	8
8 9 10 11	60	4,601		742		362	2,272	855	15 350 27 10	28
12 18 14 15							22 52	16	21 12	3
16 17 18	157	400 258	8		96			, , , , , , , ,	28 11	1
	232	5,534	8	968	376	362	2,629	1,194	779	27 28

ROMAN CATHOLIC

II.-Table G.-Attendance, Pupils in the

		II.—Table G.—Attendance, Pupils in the							in the
					age e.]	Read-
Towns.	Number of Pupils.	Boys.	Girls,	Average daily attendance.	Percentage of average to total attendance.	First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.
1 Alexandria 2 Almonte 3 Amherstburg 4 Arnprior 5 Barrie 6 Berlin 7 Blind River 8 Bonfield 9 Brockville 10 Cache Bay 11 Cobalt 12 Cobourg 13 Collingwood 14 Cornwall 15 *Dundas 16 Fort Frances 17 Galt 18 Goderich 19 Hawkesbury 20 Ingersoll 21 Keewatin 22 Kenora 23 Latchford 24 Lindsay 25 Massey 26 Mattawa 27 Mount Forest 28 Newmarket 29 North Bay 30 Oakville 31 Orillia 32 Oshawa 33 Owen Sound 34 Paris 35 Parkhill 36 Pembroke 37 Perth 38 Picton 39 Prescott 40 Preston 41 Rainy River 42 Renfrew 43 *Rockland 44 St. Mary's 45 Sandwich 46 Sarnia 47 Sault Ste. Marie 48 Seaforth 49 Steelton 50 Sturgeon Falls 51 Sudbury	500 143 336 412 134 547 250 162 370 112 401 194 115 951 130 57 81 68 1,007 81 56 236 54 337 70 54 307 70 54 307 70 54 307 70 54 307 70 54 307 70 54 307 70 54 307 70 54 307 70 54 307 70 54 307 307 307 307 307 307 307 307 307 307	230 80 138 227 777 285 134 84 172 54 203 100 58 480 74 433 38 36 515 50 33 109 34 153 31 143 35 31 27 249 104 29 62 59 37 165 343 28 129 129 129 129 129 129 129 129 129 129	270 63 198 185 57 262 116 78 198 58 198 57 471 56 24 43 32 492 31 127 20 171 77 164 35 23 229 30 98 31 73 38 19 205 100 24 48 44 555 143 355 39 105 1141 236 186	320 8 217 275 944 409 67 79 247 74 173 133 79 613 83 83 85 67 38 134 25 229 89 197 47 37 369 33 167 52 966 32 295 174 40 208 409 409 409 409 409 409 409 409 409 409	642 643 677 707 757 676 643 699 644 649 757 888 828 857 466 756 644 677 688 722 712 699 656 868 760 770 771 772 772 773 774 775 775 775 775 775 775 775 775 775	201 35 87 143 17 121 84 64 80 60 234 46 36 276 28 25 22 10 353 11 177 33 94 40 105 17 18 14 14 10 10 15 15 17 18 18 19 10 10 10 10 10 10 10 10 10 10	48 20 39 71 15 57 70 47 40 33 64 42 13 188 21 10 293 15 7 48 14 39 31 54 7 10 6 83 40 6 6 10 10 10 10 10 10 10 10 10 10	104 26 62 67 36 115 45 31 79 11 47 26 13 177 17 11 17 12 163 14 66 45 39 44 7 8 7 9 10 46 16 16 16 16 16 16 16 16 16 16 16 16 16	89 21 63 97 34 146 25 5 97 30 42 19 191 29 5 17 16 123 6 49 39 18 10 103 11 55 21 7 7 8 55 9 49 26 14 53 9 34 55 21 23 56 45

^{*} Statistics of preceding year.

SEPARATE SCHOOLS.—Continued.

various Branches of Instruction, etc.—Continued.

· · · · · · · · · · · · · · · · · · ·									
ing.									
Fourth Reader.	Fifth Reader.	Art.	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.
7 26.8 144 9 744.10 10 5 111 66.12 52 13 34 14 119 15 35 16 8 17 13 18 20 19 45 20 19 21 8 22 8 23		70 14 	500° 888 304 198 102 369 166 66 370 19 951 130 48 280 555 28 110 57 148 46 31 20 3 31 10 55 44 23 24 44 13 24 24 24 24 24 24 23 27 24	336 412 134 547 250 370 43 401 194 951 130 25 81 1,007 81 68 1,007 81 81 68 1,007 81 81 68 1,007 81 81 81 81 81 81 81 81 81 81 81 81 81	299 386 336 412 134 547 250 13 300 19 401 120 79 951 109 9 60 58 280 55 14 95 54 230 57 307 46 31, 503 300 164 722 84 54 230 57 307 46 31, 503 300 67 85 2150 53 40 308 100 67 85 279 236 55 135 88 397	454 204 38 156 66 40 308 244 67 234 15. 244 66 61 13.	84 21 1711 19 56 94 53 220 130 9 50 36 370 55 14 138 57 104 138 248 30 218 248 30 218 36 36 37 39 118 39 218 218 30 318 318 318 318 318 318 318 318 318 318	75 40 6 36 54 74 18 65 39 13 248 9 118 36 50 44 17 136 35 18 18 18 164 30 45 40 45 60 50 60 60 60 60 60 60 60 60 60 60 60 60 60	251 47 140 151 168 84 52 300 81 30 6 6 6 6 6 70 81 30 81 30 81 37 10 13 88 40 13 23 24 20 11 20 10 10 10 10 10 10 10 10 10 1

ROMAN CATHOLIC

		II	-Table 6	-Atte	endance,	Pupils	s in the
Towns—Continued.	Physiology and Hygiene,	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra.	Geometry.
1 Alexandria 2 Almoute 3 Amnerstburg 4 Arnprior 5 Barrie 6 Berlin 7 Blind River 8 Bonfield 9 Brockville 10 Cache Bay 11 Cobalt 12 Cobourg 13 Collingwood 14 Cornwall 15 *Dundas 16 Fort Frances 17 Galt 18 Goderich 19 Hawkesbury 20 Ingersoll 21 Keewatin 22 Kenora 23 Latchford 24 Lindsay 25 Massey 26 Mattawa 27 Mount Forest 28 Newmarket 29 North Bay 30 Oakville 31 Orillia 32 Oshawa 33 Owen Sound 34 Paris 35 Parkhill 36 Pembroke 37 Perth 38 Picton 39 Prescott 40 Preston 41 Rainy River 42 Renfrew	500 477 290 131 134 547 250 6 6 52 79 731 130 	500 88 336 134 547 250 370 8 401 194 79 951 130 	500 143 336 412 134 547 250 	39 1	63 131 14 19 56 200 200 200	40	36
43 *Rockland 44 St. Mary's 45 Sandwich 46 Sarnia 47 Sault Ste. Marie 48 Seaforth 49 Steelton 50 Sturgeon Falls 51 Sudbury	486 31 60 95 332 36 46 98 397	513 67 234 279 332 62 323 98 397	455 67 234 279 332		112 24 5		• • • • • •

^{*} Statistics of preceding year.

SEPARATE SCHOOLS.—Continued.

various Branches of Instruction, etc.—Continued.

				ts.		``		Maps Prize	and	Jav.
Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.	Number of Maps.	No. of Schools giving prizes.	Number of trees planted on Arbor Dav.
1	5 1,007 5 235 109 295 5 1,007 5 236 5 4 6 185 114	88	40	24	5	9 1 7 20	1 2 4 4	12, 12, 12, 12, 10, 10, 10, 10, 10, 10, 10, 10, 10, 10	2 2 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 2 2 2 1 2 2 1 2 2 1 2 1 2 2 1 2 2 1 2 2 1 2 2 1 2 2 1 2 2 1 2 2 1 2 2 2 1 2 2 2 1 2	10
47		30		5	5			9 13 7 20 4	1	

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

					average dance.				Read-
Towns.—Continued.	Number of Pupils.	Boys.	Girls.	Average daily attendance.	Percentage of average to total attendance.	First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.
52 Thorold 53 Trenton 54 Vankleek Hill 55 Walkerton 56 Walkerville 57 Wallaceburg 58 Waterloo 59 Whitby	113 147 228 161 106 241 176 45	60 73 109 80 46 130 83 27	74 119 81 60	82 95 124 122 78 148 127 28	65 54	21 33 82 25 25 92 22 7	38 18 23	31 36 37 22 37 42	27 30 42 30 13 38 49 4
Totals	13,835	6,980	6,855	9,032	65.28	4,403	2,317	2,627	2,375
Totals.									
1 Rural Schools 2 Cities 3 Towns 4 Villages	16,033 22,113 13,835 1,570	11,540	$10,573 \\ 6,855$	15,112 $9,032$	$68.34 \\ 65.28$	6,128 $4,403$	$3,459 \\ 2,317$	4,241 2,627	4,394
5 Grand Totals, 1908			$ \begin{array}{r} \hline 26,172 \\ 25,082 \end{array} $						
7 Increases	2,049	959	1,090	757		695		198	206
9 Percentages		51.12	48.87	63.97	• • • • •	30.60	16.41	18.93	17.89

SEPARATE SCHOOLS.—Continued.

various Branches of Instruction, etc.—Continued.

ing.										
The state of the s	Fourth Reader.	Fifth Reader.	Art.	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History,
52 53 54 55 56 57 58 59	25 37 30 51 23 34 34	15	66 147 228 161 106 241 176 32	92 147 228 161 81 241 125 21	113 147 228 161 106 241 176	92 147 228 161 81 149 176 38	92 147 228 161 81 124 176 32	77 67 228 161 46 87 125 21	25 67 72 51 36 49 34 17	52 67 108 81 36 87
	2,000	113	12,344	9,313	11,322	9,922	10,508	6,100	3,620	ă,560
1 2 3 4	2,066 3,400 2,000 257	491 113	9,535 19,613 12,344 1,413	8,900 17,838 9,313 1,235	18,170 11,322	18,183 9,922	9,614 17,941 10,508 1,370	6,558 11,033 6,100 704	3,033 5,578 3,620 552	5,618 10,198 5,560 683
5 6	7,723 7,468	921 962	42,905 36,844	37,286 34,874			39,488 35,550	24,395 23,185	12,783 11,328	22,660 19,971
7 8 .	255	41	6,061	2,412	2,751	4,858	3,883	1,210	1.455	2.000
9	14.42	1.72	80.12	69,62	68,32	69.18	73,63	45,55	23,87	41,19

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

Towns—Concluded.	Physiology and Hygiene.	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra.	Geometry,
52 Thorold 53 Trenton 54 Vankleek Hill 55 Walkerton 56 Walkerville 57 Wallaceburg 58 Waterloo 59 Whitby	52 67 72 161 36 241 34 17	147 228 161 106 241 176 21	241	15	87	15	15
Totals	7,745	11,984	9,862	212	- 906	112	94
Totals.					-		
1 Rural Schools	5,391 14,564 7,745 900	7,708 18,672 11,984 1,380	17,776 9,862	1,279	3,415 906	204 456 112 106	184 456 94 106
5 Grand Totals, 1908	28,600 23,552	39,744 37,180		1,892 1,333		878 876	840 849
7 Increases	5,048	2,564	58	559	302	2	9
9 Percentages	53.40	74.21	64.62	3,53	11.62	1.63	1.56

SEPARATE SCHOOLS.—Concluded.

Various Branches of Instruction, etc.—Concluded.

	Maps and										
				ice.	ects.			ي ق	Priz	es.	r Day.
	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.	Number of Maps.	No. of Schools giving prizes.	Number of trees planted on Arbor
	La	F	Ge	臣	ပိ	Ag	M	田	Z	Z 000.	Z
52 53									9 7		
54 55		228							8 22 8	1	7
56 57	2	100		15					12	1	
58 59			154					2 4 0 0 0 1 3 0	18 5	1	3 3 9 9 9 9
_	28	4,742	154	113	134	151	449	310	666	37	. 83
1 2 3 4	87 232 28 54	9,252 5,534 4,742 419		299 963 113 94	376 134	362 151		1,194 310	1,891 779 666 137	118 27 37 8	438 28 83 160
5 6	401 372	19,947 15,503	687	1,469 1,384	795	1,224	4,166 3,385	1,911	3,473 3,406	190 187	
7 8	29	4,444	850	85	191	409	781	981	67	3	115
9	.75	37.25	1.28	2.74	1.48	2.28	7.77	3,56			

I.—Table H.—Fin-

		1	Re-
Collegiate Institutes.	Legislative Grants.	Municipal Grants (county).	Municipal Grants (local).
	\$ c.	\$ c.	\$ c.
1 Aylmer 2 Barrie 3 Berlin 4 Brantford 5 Brockville 6 Chatham 7 Clinton 8 Cobourg 9 Collingwood 10 Galt 11 Goderich 12 Guelph 13 Hamilton 14 Ingersoll 15 Kingston 16 Lindsay 17 London 18 Morrisburg 19 Napanee 20 Niagara Falls 21 Orillia 22 Ottawa 23 Owen Sound 24 Perth 25 Peterborough 26 Renfrew 27 Ridgetown 28 St. Catharines 29 St. Mary's 30 St. Thomas 31 Sarnia 32 Seaforth 33 Stratford 34 Stratford 34 Stratford 35 Toronto (Harbord) 36 Toronto (Jameson) 37 Toronto (Jarvis) 38 Vankleek Hill 39 West Toronto 40 Whitby 41 Windsor 42 Woodstock	944 30 1,269 61 +3,071 00 *1,370 96 *1,343 00 1,278 50 1,042 45 *+1,534 74 *±2,462 83 *+±3,421 52 1,248 62 *1,470 20 *+2,395 00 +1,726 26 +2,355 90 *±2,600 98 *+1,686 33 *±2,510 74 *1,298 93 *1,411 50 *1,422 99 *1,393 00 *+2,551 00 *±2,398 98 *1,411 50 *1,422 99 *1,393 00 *1,431 20 *1,458 00 1,431 20 *1,458 00 1,431 20 *1,458 00 *1,458 50 *1,458 50 *1,458 50 *1,458 50 *1,458 50 *1,458 50 *1,458 50 *1,458 50 *1,458 50 *1,458 50	2,739 61 1,633 63 4,980 11 1,500 00 1,450 00 2,662 31 1,836 35 2,343 74 1,212 83 2,886 97 1,807 29 2,577 84 2,668 30 1,200 00 3,763 45 3,000 00 1,279 21 1,733 22 4,663 24 1,921 83 2,510 88 1,768 99 2,457 20 1,186 90 2,050 00 2,978 62 1,881 49 1,510 46 1,740 32	1,650 00 3,482 65 7,400 00 9,000 00 9,500 00 10,241 44 2,600 00 3,000 00 4,300 00 6,700 00 3,200 00 10,692 35 39,687 36 2,824 81 8,900 00 5,116 65 36,428 05 2,426 11 3,400 00 11,945 17 13,658 00 206,645 00 10,550 00 3,641 69 12,500 00 4,000 00 2,050 00 7,325 10 2,900 00 10,000 00 13,454 75 2,228 86 8,000 00 88,878 82 18,141 28 21,298 87 4,000 00 9,280 00 9,280 00 9,280 00 10,346 75 7,050 00
Totals	70,008 51	74,891 30	643,943 71

^{*} Grant for Cadet Corps included.

[†] Grant for Technical Education included.

[‡] Grant for Agricultural Training included.

[§] Grant for Technical Education only.

AND HIGH SCHOOLS.

ancial Statement.

ipts.			Expend	iture.
School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.	Buildings, sites, and all perma- nent improve- ments.
\$ c.	\$ c.	. \$ c.	\$ c.	\$ c.
1 903 00 2 1,917 00 3 2,323 75 4 3,437 60 5 1,100 00 6 1,910 50 8 1,079 05 9 1,009 15 1 1,410 32 1 1,892 43 6 4,471 10 4 993 75 5 5,865 20 6 2,058 50 7 4,723 00 8	711 21 1,236 77 321 04 605 50 17,627 26 4,415 77 506 06 1,350 82 787 13 1,721 29 2,494 44 230 00 78,178 00 660 16 2,590 25 188 38 1,141 42 3,648 80 958 95 142 50 1,703 16 4,661 75 1,513 00 1,448 51 38,639 01 7,438 58 357 36 659 44 612 08 278 22 503 70 1,889 63 3,114 26 567 55 522 50 1,706 99 6,522 50 1,706 99 6,522 50 72 50 892 45 318 98 649 34 4,017 11	6,948 12 9,539 66 18,095 90 15,914 06 31,020 26 20,508 52 6,856 86 9,308 35 9,771 94 17,986 93 10,160 67 14,284 98 126,731 46 8,782 82 19,711 35 12,632 81 45,178 80 12,349 10 8,657 88 14,778 38 20,551 06 226,713 00 21,991 62 9,808 51 55,035 01 15,403 53 6,288 47 11,901 04 6,985 21 15,931 22 18,368 27 8,464 03 16,438 72 7,247 17 98,451 12 26,452 77 35,534 17 7,724 20 15,787 47 7,322 14 14,277 20 17,767 23	4,442 00 7,020 00 11,993 25 11,295 08 8,973 15 12,180 00 5,200 00 6,030 00 6,230 00 12,750 00 6,056 00 9,906 50 27,403 36 6,193 75 14,544 75 9,891 62 32,100 00 7,677 67 6,511 78 9,060 00 7,100 00 30,885 00 14,670 00 6,960 00 12,880 00 6,535 00 4,630 00 8,398 67 5,409 72 12,133 00 8,476 49 5,435 00 9,328 82 5,302 40 31,546 25 21,959 50 26,537 50 4,730 00 11,071 00 4,827 01 10,998 44 9,130 00	211 35 396 16 91 75 17,424 73 4,707 25 40 93 235 88 66 56 871 87 142 10 327 87 2,483 10 890 00 1,159 51 833 81 616 71 79 35 2,356 84 10,031 87 172,786 28 790 68 78 53 222 75 79 84 5,610 82 27 00 153 65 279 02
97,214 12	197,604 37	1.083,662 01	474,402 71	227,461 00

I.—Table H.—Fin-

			Expenditure.—
Collegiate Institutes.—Continued.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc. type-writers, drawing models and equipment for physical education.	School books, stationery,
	\$ c.	\$ c.	\$ - c.
1 Aylmer 2 Barrie 3 Berlin 4 Brantford 5 Brockville 6 Chatham 7 Clinton 8 Cobourg 9 Collingwood 10 Galt 11 Goderich 12 Guelph 13 Hamilton 14 Ingersoll 15 Kingston 16 Lindsay 17 London 18 Morrisburg 19 Napanee 20 Niagara Falls 21 Orillia 22 Ottawa 23 Owen Sound 24 Perth 25 Peterborough 26 Renfrew 27 Ridgetown 28 St. Catharines 29 St. Mary's 30 St. Thomas 31 Sarnia 32 Seaforth 33 Stratford 34 Stratford 35 Toronto (Jameson) 37 Toronto (Jarvis) 38 Wankleek Hill 39 West Toronto 40 Whitby 41 Windsor 42 Woodstock	122 27 139 50 166 74 165 26 22 77 268 65 160 01 42 70 430 39 32 91 18 37 94 06 570 83 259 73 499 34 390 41 2,459 99 1,156 24 148 12 100 28 176 19 100 37 611 81 204 40	64 71 291 97 160 00 147 85 172 06 179 79 465 33 80 45 574 91 66 32 237 28 815 02 104 26 134 42 164 84 931 25 63 03 74 16 318 17 174 10 52 70 343 73 36 64 24 55 340 73 468 66 158 47 281 35 26 80 2,103 98 843 92 752 44 136 37 291 61 164 61 90 41	\$46 69 1,251 09 3,215 72 3,589 55 2,648 10 1,911 12 983 84 1,033 27 2,628 27 3,757 24 780 65 3,719 27 6,688 84 1,180 87 2,142 48 1,026 43 6,524 50 1,030 65 1,308 31 2,337 49 1,942 53 5,848 78 3,809 13 1,655 04 3,780 49 8,275 96 971 65 1,708 46 915 71 2,153 71 2,637 84 905 74 5,780 80 1,044 22 1,982 26 1,780 58 1,682 19 1,251 76 2,709 48 2,049 38 1,660 08 4,137 06
Totals	15,727 29	11,336 89	107,284 23

AND HIGH SCHOOLS.—Continued.

ancial Statement.—Continued.

Continued.		
	73. 1	Changes non year for 40:4:
Total expendi-	Balances.	Charges per year for tuition.
ture.		
	1	
\$ e.	\$ c.	
1 5,687 02	1.261 10	Res. Form I, \$5; others \$10.
2 8,806 75	732 91	\$10,
3 15,759 43	$\begin{bmatrix} 2,336&47\\704&17 \end{bmatrix}$	\$10. Res. \$10; non-res. \$16.
4 15,209 89 5 5 29,216 60 -	1,803 66	\$5
6 19,239 08	1,269 44	Res. (except F. I) \$6; non-res. \$10.
6,564 57	292 29 1,501 17	\$6; \$8; \$10, \$12.
8 7,807 18 9 9,435 67	336 27	F. I Town, free; others \$10.
10 17,986 93	9 007 99	Co. \$10; others \$14.
11 7,063 44 12 14,284 98	3,097 23	\$6; \$8; \$10. Res. free; Co. and adj. Cos. \$10; others \$20.
13 37,958 15	88,773 31	Jr. Lower \$2.50; other res. \$10; non-res. \$25.
14 7,738 61	1,044 21	\$7.50. Res. 1st yr. free; other yrs. \$15 & \$30; non-res. \$20 & \$30
15 18,210 99 16 12,632 81	1,500 36	Town and Co. and adj. Cos. \$7.50 and \$10; others \$20.
17 42,849 55	2,329 25	City 1st yr. free; City and Co. \$10; others \$30.
18 10,544 30	1,804 80 536 16	Town and Co. free; others \$10.
19 8,121 72 - 20 14,172 78	605 60	Free.
21 19,250 59	1,300 47	Town \$5; others \$10. Res. \$20 and \$25; non-res. \$45 and \$50.
22 209,744 48 23 19,881 62	16,968 52 2,110 00	Res. \$8 to \$12; others \$10.
24 8,819 44	989 07	Co \$5: non-res \$16
25 16,660 49	38,374 52	Res. F. I free, F. II \$5. F. III \$8, F. IV \$10; non-res. \$25. Inside Co. free; outside \$15.
26 15,296 74 27 6,288 47	106 79	Res. \$6; Co. and non-res. \$10.
28 10,738 37	1,162 67	Res. and Co. free; others \$16.
29 6,690 87	294 34 564 10	Res. \$5; others \$10. H. S. D. 1st yr. free; other yrs. & Co. \$10; other Cos. \$30.
30 15,367 12 31 17,193 81	1,174 46	Free.
32 6,597 70	1,866 33	\$6; \$8; \$10.
33 16,229 22 34 6,714 14	209 50 533 03	\$10. Town F. I free; others \$10.
35 36,089 21	62,361 91)	
36 25,817 28	635 49	\$6; \$15; \$21; \$27.
37 31,049 70 38 6,367 80	1,356 40	H. S. D., Co. and adjoining Cos. free; others \$10.
39 15,045 83	741 64	\$10 and \$15. Res. \$6; Co. \$6.75; others \$10.
40 7,164 79 41 13,874 92	157 35 402 28	City and Co. free; others \$50.
42 16,039 08	1,728 15	First year free; others \$7.50.
836,212 12	247,449 89	9 free; 33 not free.
000,010 10		

I.—Table H.—Financial					
			Re-		
High Schools.	Legislative Grants.	Municipal Grants (county).	Municipal Grants (local).		
1 Alexandria 2 Almonte 3 Arnprior 4 Arthur 5 Athens 6 Aurora 7 Beamsville 8 Belleville 9 Bowmanville 10 Bradford 11 Brampton 12 Brighton 13 Caledonia 14 Campbellford 15 Carleton Place 16 Cayuga 17 Chesley 18 Colborne 19 Cornwall 20 Deseronto 21 Dundas 22 Dunnville 23 Dutton 24 Elora 25 Essex 26 Fergus 27 Forest 28 Fort William 29 Gananoque 30 Georgetown 31 Glencoe 32 Gravenhurst 33 Grimsby 34 Hagersville 35 Harriston 36 Hawkesbury 37 Iroquois 38 Kemptville 39 Kenora 40 Kincardine 41 Leamington 42 Listowel 43 Lucan 44 Madoc 45 Markham 46 Meaford 47 Midland 48 Mitchell 49 Mount Forest 50 Newburgh 51 Newcastle 52 Newmarket 53 Niagara 54 Niagara 54 Niagara 54 Norwood	\$ c. 748 05 797 16 768 89 *796 59 785 26 691 25 529 63 923 72 897 09 686 38 1,022 18 545 59 730 63 864 90 795 34 626 73 767 16 509 75 *1,329 00 723 40 *754 84 *812 59 699 73 576 30 †2,229 88 732 08 676 22 *1,920 74 931 44 793 35 712 60 1,329 34 515 47 669 36 700 84 649 09 841 30 830 84 1,472 28 1,027 77 762 68 804 49 755 51 663 74 831 99 1,066 34 830 83 689 98 *846 68 633 35 529 85 772 54 486 54 645 12 1,511 48 666 00	\$ c. 908 23 797 16 768 89 1,201 79 2,395 06 830 00 720 00 300 00 1,979 02 921 29 2,125 33 1,091 54 1,848 06 1,625 74 795 34 1,522 64 1,278 71 752 78 3,434 43 723 40 1,104 84 3,269 84 2,130 88 854 44 1,379 48 1,082 61 1,659 88	\$ c. 2,552 00 2,435 10 2,500 00 950 00 1,501 12 600 00 725 00 6,530 61 2,050 00 850 00 1,600 00 2,400 00 2,449 00 2,389 50 1,050 00 1,900 00 1,620 70 8,536 05 2,100 00 850 00 1,398 16 500 00 1,200 00 2,300 00 1,200 00 2,300 00 1,200 00 2,300 00 1,200 00 3,300 00 1,382 43 1,105 93 1,800 00 5,500 00 3,000 00 3		
* Grant for Cadet Corns included		or Agricultural Train			

^{*} Grant for Cadet Corps included. † Grant for Technical Education included.

[‡] Grant for Agricultural Training included.

HIGH SCHOOLS.—Continued.

statement,-Continued.

tatement,—Contin	uea.		· · · · · · · · · · · · · · · · · · ·	
eipts.		Expenditure.		
School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.	Buildings, sites and all perman- ent improve- ments.
\$\bigseleft\{ \text{c.}} \\ 1	\$ c. 1,369 08 99 06 1,874 07 241 06 1,039 04 64 58 641 00 276 28 578 45 263 04 861 76 676 88 939 69 942 41 80 45 741 55 2,647 05 1,676 10 398 19 334 71 143 88 2,467 98 13 34 273 99 1,294 28 738 51 896 93 106 00 1,101 95 702 87 251 12 926 50 1,633 43 30 00 29 00 1,382 44 1,150 55 179 89 890 27 79 80 683 31 1,407 63 922 47 833 08 267 08 72 32 419 86 739 42 429 18 101 649	\$ c. 5,577 36 4,442 48 6,078 85 4,155 49 6,153 73 2,935 83 2,615 63 7,939 03 -5,414 99 3,725 87 7,104 55 3,348 89 4,944 57 6,254 18 5,127 59 3,279 82 5,527 42 5,530 28 14,975 58 3,944 99 3,691 39 5,624 47 6,945 59 3,012 15 6,183 35 5,488 97 4,274 61 10,146 98 5,601 24 4,488 96 3,277 78 3,528 71 2,391 97 3,702 79 3,953 31 3,209 75 6,358 36 9,718 78 4,472 28 6,911 91 11,772 68 5,394 42 4,731 02 4,235 11 5,861 00 8,736 61 6,610 99 3,809 15 4,584 82 3,994 77 1,787 01 4,005 07 2,415 72	\$ c. 3,340 00 3,611 00 3,975 00 2,931 50 3,680 00 2,217 50 1,650 00 6,385 73 4,149 53 2,535 00 5,850 00 1,812 10 3,310 15 4,199 96 4,093 00 2,640 00 3,816 61 1,675 00 8,258 26 2,800 00 2,736 75 4,242 06 3,181 23 2,393 12 4,776 00 3,255 55 2,530 00 6,266 40 4,153 47 3,740 00 2,635 12 2,245 00 2,115 00 2,435 58 3,019 00 2,565 00 4,031 00 4,146 44 3,600 00 2,565 00 4,031 00 4,146 44 3,600 00 5,058 22 4,020 00 3,770 00 3,341 00 4,146 44 3,600 00 5,058 22 4,020 00 3,770 00 3,341 00 2,830 28 4,374 00 5,049 99 4,080 00 2,815 00 2,575 00 1,445 94 2,985 00	\$ c. 10 25 269 61 381 50 157 73 204 70 211 16 55 38 41 46 672 41 300 00 213 37 316 59 110 00 1,058 08 106 88 41 00 225 00 109 00 27 00 1,774 12 6,786 50 1,114 42 14 35 82 36 863 44 459 98 139 01 10 00 18 54 367 00
53	329 18 5,248 26 622 91	7,538 50 7,655 50 3,753 28	2,453 76 3,726 00 2,508 04	469 18

I.—Table H.—Financial

			Expenditure-
High Schools—Continued.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., type-writers, drawing models and equipment for physical education.	School books, stationery, prizes, fuel, examinations and other expenses.
	\$ c.	. \$ e.	\$ 1, c.
1 Alexandria 2 Almonte	53 50		817 15 831 48
2 Almonte 3 Arnprior			684 49
1 Arthur	28 72	169 42	644 35
5 Athens	45 55	28 80 70 98	699 48 404 51
6 Aurora	6 05	10 30	749 53
& Belleville		105 75	1,447 55
9 Bowmanville		107 22 63 50	951 75 415 61
10 Bradford	32 72 371 37	120 63	804 97
11 Brampton 12 Brighton 13 Caledonia 14 Campbellford 15 Carleton Place	371 37	68 22	422 83
13 Caledonia	18 40	45 05	1,570 97 1,060 89
14 Campbellford	90 14	63 00	612 91
16 Caviiga	. 00 11	20 50	341 40
17 Chesley	129 60	93 31	680 88 592 74
18 Colborne	$\begin{array}{c} 5 & 00 \\ 428 & 12 \end{array}$	68 85 66 25	1,857 08
On Degements	25 70	19 55	792 32
21 Dundas	179 88	93 93	662 92 765 99
20 Describito 21 Dandas 22 Dunnville 23 Dutton	298 02	104 43 52 84	683 53
24 Elora	40 05	62 24	336 12
		86 72	870 71 490 26
26 Fergus		121 33 40.00	781 47
28 Fort William	55 24	341 70	2,425 56
29 Gananoque	230 77	42 67 73 48	1,174 33 566 40
30 Georgetown	7 25	40 00	586 41
27 Forest 28 Fort William 29 Gananoque 30 Georgetown 31 Glencoe 32 Gravenhurst		31 18	900 88
SS Grimsby			$\begin{array}{c} 275 & 77 \\ 1,188 & 15 \end{array}$
34 Hagersville	96 56	193 54	529 21
36 Hawkesbury		130 00	508 69
27 Iroquois		8 50 242 70	1,195 06 $2.233 75$
38 Kemptville	90 89	242 10	872 28
40 Kincardine	195 90	43 39	832 14 .
41 Leamington	15 30	98 39	733 17 500 00
42 Listowel		10 00	500 00
43 Lucan	71 56	27 93	649 55
44 Madoc	59 20	38 00	422 24 730 77
45 Markham	588 79 235 35	111 22 294 33	1,434 92
47 Midland	111 20	. 145 29	1,812 66
48 Mitchell	43 26	78 95	628 60
49 Mount Forest	131 94 46 50	158 85	1,283 62 659 76
51 Newcastle	19 83	31 52	279 72
52 Newmarket		31 47	843 18 381 43
53 Niagara	16 79 909 98	36 12 127 07	409 69
55 North Bay	234 50	264 97	1,005 48
56 Norwood	162 34	49 58	6.47 45

HIGH SCHOOLS.—Continued.

Statement.—Continued.

	1		F Personal Property and the Control of the Control
Cont	inued.		
COL			
		Balances.	Charges per year for tuition.
	Total		
	expenditure.		
		\$ c.	
1	\$ c. 4,220 90	1,356 46	Free.
$\frac{1}{2}$	4,442 48		Res. \$1; non-res. \$6.
3	4,929 10	1,149 75	Res. free; non-res. \$10.
4	4,155 49	1,745 45	\$10. Res. free; Co. \$5; others \$10.
5 6	$4,408\ 28$ $2,738\ 54$	197 29	\$10.
7	2,405 58	210 05	Free.
8	7,939 03		Res. free; non-res. \$10. Form I \$3; F. II \$6; F.'s III and IV \$7.50.
9	5,414 99	688 92	Res. 1st yr. free; all others \$10.
10 11	$\begin{array}{c} 3,036 \ 95 \\ 7,013 \ 02 \end{array}$	91 53	\$10.
12	2,674 52	674 37	Free.
13	4,944 57		Village and Co. free; others \$4.50. \$6.
14	5,327 34	926 84 147 52	H. S. D. free; Lanark and Carleton Cos. \$5; others \$10.
15 16	4,980 07 3,117 39	162 43	Free.
17	4,761 86	765 56	\$1 0.
18	3,014 00	2,516 28	Free.
19	10,909 71	4,065 87 307 36	Free.
20 21	3,637 63 $3,673 48$	17 91	H. S. D. \$9.50; Co. \$10.
22	5,624 47		Free.
23	4,234 19	2,711 40	\$10. Res. \$5; non-res. \$10.
24	2,941 53	70 62 172 69	Town and Co. free; others \$10.
25 26	6,010 66 $4,197$ 44	-1,291 53	Village free; Co. and others \$10.
27	3,431 47	843 14	Free.
28	10,146 98		Free; Co. and non-res. \$5.
29	5,601 24		Form I \$7; others \$10.
30	4,48896 $3,27778$		\$10.
32	3,402 06	126 65	Form I \$5; other F.'s \$10.
33	2,390 77	1 20	Free.
34	$\begin{array}{c} 3,637 & 42 \\ 3,947 & 31 \end{array}$	65 37 6 00	\$10.
35 36	3,209 75		Free.
37	5,261 56	1,096 80	Free. H. S. D. free; Co. \$5; others \$25.
38	8,492 90	1,225 88	Free.
39 40	$\begin{array}{c} 4,472 & 28 \\ 6,127 & 25 \end{array}$	784 66	H. S. D. \$8; others \$10.
41	11,653 36	119 32	Town and Co. free; others \$10. H.S.D. 1st yr. free if no language taken, otherwise \$9;
42	5,394 42		all others \$10.
		626 63	\$10.
43 44	4,104 39 3,432 08	803 03	Free.
45	5,804 78	56 22	\$10. Town 1st yr. \$5; other yrs. \$8; all others \$10.
46	7,878 03	858 58	Res \$5: non-res. \$10.
47	6,609 13	1 86 104 33	H S D \$6: non-res. \$10.
48 49	3,70482 $4,52456$	60 26	Pag Form free: others \$10.
50	3,440 11	554 66	Res. and Co. free; others \$10.
51	1,787 01	26 00	Free. \$10.
52	3,978 19	26 88 189 38	Free.
53 54	2,226 34 3,900 50	3,638 00	Free.
55	5,700 13	1,955 37	Free.
. 56	3,367.41	385 87	\$6.
-	0		

		I.—Ta	ble H.—Financial
			Re-
High Schools.—Continued.	Legislative Grants.	Municipal Grants (county).	Municipal Grants(local).
57 Oakville 58 Omemee 59 Orangeville 60 Oshawa 61 Paris 62 Parkhill 63 Pembroke 64 Penetanguishene 65 Petrolea 66 Picton 67 Plantagenet 68 Port Arthur 69 Port Dover 70 Port Elgin 71 Port Hope 72 Port Perry 73 Port Rowan 74 Prescott 75 Richmond Hill 76 Rockland 77 Sault Ste. Marie 78 Simcoe 79 Smith's Falls 80 Smithville 81 Stirling 82 Streetsville 83 Sudbury 84 Sydenham 85 Thorold 86 Tillsonburg 87 Toronto, East 88 Toronto, North-West 89 Toronto, Technical 90 Toronto, Riverdale 91 Trenton 92 Uxbridge 93 Vienna 94 Walkerton 95 Wardsville 96 Waterdown 97 Waterford 98 Watford 99 Welland 100 Weston 101 Wiarton 102 Williamstown 103 Wingham 1 Totals, High Schools 2 Totals, Collegiate Institutes	\$ c. 663 07 470 24 *1,005 27 917 94 814 68 784 77 891 82 722 09 838 46 \$2,139 95 579 43 1,619 42 521 50 659 90 1,018 63 794 79 468 35 *807 52 651 77 598 82 †6,792 56 984 62 829 48 506 01 619 09 614 46 667 91 551 93 789 78 755 05 1,670 00 670 17 817 04 *776 51 504 05 858 50 480 35 580 61 693 66 730 91 837 15 676 74 672 93 738 43 822 41 88,540 65 70,008 51	\$ c. 1,882 52 529 17 1,845 88 2,067 08 814 68 784 77 891 82 1,393 07 1,993 13 2,781 92 1,387 23 736 23 989 09 2,720 33 1,721 10 700 00 595 20 967 00 1,039 11 2,154 75 612 65 1,100 00 1,252 34 1,603 67 2,700 00 551 33 1,376 96 765 96 888 61 1,402 19 704 05 1,219 55 480 35 1,125 47 1,542 40 2,117 76 1,972 46 750 00 1,301 45 1,665 69 1,600 00 124,118 88 74,891 30	\$ c. 1,500 00 858 07 1,750 00 3,305 00 2,600 00 1,850 00 4,643 55 2,500 00 5,250 00 459 47 1,300 00 2,231 83 1,348 00 1,228 07 3,400 00 200 00 1,500 00 5,000 00 3,294 58 4,181 38 1,300 00 982 77 425 00 3,300 00 1,200 00 1,300 00 5,844 19 4,650 27 35,387 00 69,678 87 3,116 34 1,900 00 5,000 00 5,600 00 1,300 00 5,844 19 4,650 27 35,387 00 69,678 87 3,116 34 1,900 00 1,200 00 1,250 00 2,176 14 1,945 66
3 Grand Totals, 1908 4 Grand Totals, 1907 5 Increases	158,549 16 158,549 18	199,010 18 179,805 72 19,204 46	960,114 57 943,886 36 16,228 21
6 Decrease	7.92	9.94	47.97
* Grant for Cadet Corps included.		or Agricultural Trai	

[†] Grant for Technical Education included.

[‡] Grant for Agricultural Training included.

AND HIGH SCHOOLS.—Continued. Statement.—Continued.

statement.—Contin	404			
eipts.		•	Expend	iture,
School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.	Buildings, sites, and all perma- nent improve- ments.
\$ c. \$7 376 50 \$8 331 00 \$59 1,270 25 60 597 25 61 328 79 62 972 47 63 64 65 66 38 77 67 68 69 70 414 00 71 758 00 72 221 25 73 74 148 00 75 900 50 76 78 00 77 1,580 00 77 1,580 00 78 79 275 00 80 81 82 279 50 80 81 82 279 50 80 81 82 279 50 80 81 82 279 50 80 81 82 279 50 80 81 82 279 50 80 81 82 279 50 80 81 82 279 50 80 81 82 279 50 80 81 82 279 50 80 81 82 279 50 83 80 00 84 586 00 85 86 765 50 87 974 00 88 893 00 88 893 00 89 6,545 20 90 2,316 17 91 92 759 87 93 94 768 50 95 271 25 96 220 00 97 98 405 50 99 100 827 50 101 356 00 102 103 1,154 00 1 48,482 64 2 97,214 12	\$ c. 26,071 04 94 04 454 62 359 30 481 24 68 00 5 31 267 32 4,961 00 154 59 851 18 44 25 153 15 176 43 113 00 244 57 171 71 587 69 65 60 4,668 50 91 42 3,500 00 647 33 954 60 1,090 05 2,282 37 126 06 646 96 711 87 48 47 218,464 58 18,874 00 1,366 70 402 94 597 10 393 18 602 35 62 80 589 25 1,942 91 2,050 82 261 52 2,130 00 30 00 358 42 340,331 76 197,604 37	\$ c. 30,493 13 2,282 52 6,326 02 7,246 57 5,039 39 4,460 01 6,432 50 4,882 48 7,792 59 10,115 23 3,417 84 6,913 67 1,870 35 3,539 42 6,841 79 4,329 71 - 2,396 42 5,122 43 3,306 96 3,281 53 18,041 06 6,525 37 9,398 51 3,553 34 3,808 80 4,012 68 5,662 37 4,079 97 2,950 22 4,944 11 8,387 67 5,543 27 262,066 78 91,539 21 6,188 69 5,241 51 2,355 20 5,2381 02 3,138 88 3,825 31 5,947 08 7,860 43 3,715 76 5,710 38 4,610 26 5,880 49 917,644 79 1,083,662 01	\$ c. 3,000 00 1,650 00 4,810 00 5,387 47 3,925 00 3,549 16 4,548 07 2,700 00 4,250 00 6,097 33 1,898 25 5,070 00 1,600 00 2,690 00 5,285 32 3,640 00 1,526 61 3,599 84 2,321 15 2,400 00 5,176 50 5,255 75 4,620 00 1,828 00 2,357 37 2,250 00 3,240 00 2,690 62 1,850 00 3,508 15 3,990 00 4,805 00 3,668 17 3,305 00 1,450 00 3,661 34 1,358 10 2,110 00 2,590 35 3,220 00 4,466 63 2,891 00 2,725 00 2,416 50 4,225 00 386,552 61 474,402 71	\$ c. 32 86 254 41 204 65 724 16 386 30 21 00 783 85 286 18 286 18
4 138,395 95 5 7,300 81	347,019 89	389,753 35	77,173 27	78.959 04
6			62.12	19.69
7 7.28	26.88	attendance, \$13.42; ave	1	1

Cost per pupil, enrolled attendance, \$13.42; average attendance, \$69.77.

COLLEGIATE INSTITUTES I.—Table H.—Financial

	AV		1,—1a	ble H.—Financial
				Expenditure-
High Sch	nools.—Continued.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., typewriters, drawing models, and equipment for physical education.	School books, stationery, prizes, fuel, examinations, and other expenses.
58 Omemee 59 Orangeville 60 Oshawa 61 Paris 62 ParkKill 63 Pembroke 64 Penetanguis 65 Petrolea 66 Picton 67 Plantagenet 68 Port Arthur 69 Port Dover 70 Port Elgin 71 Port Hope 72 Port Perry 73 Port Rowan 74 Prescott 75 Richmond I 76 Rockland 77 Sault Ste. I 78 Simcoe 79 Smith's Fal 80 Smithville 81 Stirling 82 Streetsville 83 Sudbury 84 Sydenham 85 Thorold 86 Tillsonburg 87 Toronto, Ri 90 Toronto, Ri 91 Trenton 92 Uxbridge 93 Wienna 94 Walkerton 95 Wardsville 96 Waterdown 97 Waterford 98 Watford 99 Welland 99 Welland 99 Welland 99 Welland 99 Welland 99 Welland	shene Hill Marie lls orth-West echnical werdale	36 00 227 17 73 17 27 09 115 55 28 22 86 25 169 80 30 43 114 92 16 47 18 50 109 88 52 81 67 72 68 50 156 35 837 45 110 14 18 50 943 72 737 36 154 57 52 61 107 89 18 67 20 50 183 70 347 16	\$ c. 50 79 212 69 127 68 95 53 118 31 76 40 89 21 50 25 49 46 756 98 263 08 196 69 67 26 326 85 415 15 80 50 490 45 90 00 167 94 153 22 38 61 251 74 279 56 151 18 8 00 128 78 289 93 109 74 60 30 78 94 321 64 607 21 1,343 78 2,402 41 64 08 424 38 62 05 124 97 81 18 63 50 50 21	\$ c. 491 98 386 97 849 71 1,071 19 623 03 582 48 997 89 1,436 99 741 45 1,821 48 699 09 1,443 51 203 09 484 80 971 52 541 16 264 44 1,163 70 378 78 581 01 1,670 77 913 00 499 98 290 70 390 81 274 40 735 58 420 11 570 44 901 32 691 57 112 56 7,219 39 1,212 77 628 41 1,239 52 220 75 528 84 832 94 672 41 494 40 901 30 955 84 481 10 2,737 93
103 Wingham .	h Cohoola	144 57	50 00	1,597 14 1,156 54
2 Totals, Colle	h Schoolsegiate Institutes	11,006 03 15,727 29	15,818 84 11,336 89	90,769 55 107 284 23
	ls, 1908ls, 1907	26,733 32 23,292 66	27,155 73 17,840 95	198,053 78 194,807 08
		3,440 66	9,314 78	3,246 70
7 Percentages	3	1.93	1.96	14.29

ND	HIGH	SCHOOLS.—Continued.	
tate	ment.	-Concluded.	

ta tement.—Concru	iucu.	
entinued.		
Total expenditure.	Balances.	Charges per year for tuition.
\$ c. 3,564 38 68 2,282 52 69 6,041 80 6,758 84 61 4,702 34 4,435 21 63 6,432 50 64 4,600 63 65 5,177 46 66 9,487 86 67 3,146 60 68 6,796 45 69 1,870 35 60 3,501 65 71 6,841 79 72 4,292 09 73 2,396 42 74 5,008 54 75 2,884 34 76 3,211 77 77 7,143 13 78 6,525 37 79 9,398 51 80 2,355 53 81 2,825 73 82 2,809 53 83 2,809 53 83 2,809 53 84 2,776 5,53 84 4,079 97 85 2,806 80 80 2,355 55 87 7,088 97 88 5,543 27 89 45,776 53 89 45,776 59 92 5,241 51 93 1,843 26 94 4,423 04 95 2,318 66 94 4,423 04 95 2,318 66 98 4,468 66 99 5,933 43 00 3,715 76 01 5,702 98 03 5,576 11	\$ 1. 26,928 75 284 22 487 73 337 05 24 80 281 85 2,615 13 627 37 271 24 117 22 37 77 37 62 113 89 422 62 69 76 10,897 93 1,197 81 983 07 1,203 15 143 42 308 56 1,298 70 216,290 25 62,289 46 1,511 90 511 94 816 69 69 63 272 47 506 65 1,478 62 1,927 00 7 40 548 87 304 38 368,024 84	\$5 to \$8.50. H. S. D. free; others \$10. Form I free; all others \$7.50. Res. free; non-res. \$20. Town \$6, \$8; others \$10. Free. Free Free. Res. free. Free. Free. Yillage \$6.50; others \$10. Co. free; H. S. D. and others \$9. \$7.50. Free. Res. free; others \$5. \$10. Province free; others \$20. \$10. H. S. D. and Co. free; others \$10. Town free; others \$5. Free. \$7.50. Res. free; non-res. \$10. L. and M. Schs., Co. \$5; outside Co. \$6; U. Sch. \$12 to all. Free. L. and M. Schs., \$7.50; U. Sch. \$10. Res. and Co. \$10; others \$20. \$6; \$15; \$21; \$27. Ist yr. free; 2nd \$9; 3rd \$15; specials \$2 per subject \$6; \$15; \$21; \$27. Free. Town \$5; all others \$7.50. Free. \$10. H. S. D. \$7.50; Co. \$10. \$5. Free. Res. \$10; others free. Free. Res. \$10; others free. Free. \$6; \$8; \$10. 55 free; 48 not free.
3 1,385,832 07 4 1,213,697 62	247,449 89 615,474 73 397,855 83	9 free; 33 not free. 64 free; 81 not free. 62 free; 81 not free.
5 172,134 45 6	217,618 90	2 free.
7		44.13 free; 55.86 not free.

II.—Table I.—Attendance, Pupils in the Schools, and

3 Berlin 169 133 302 198 199 77 26 172 127 3 4 Brantford 248 251 499 309 317 138 44 354 124 21 5 Brockville 161 198 359 235 210 106 43 255 82 2 6 Chatham 229 260 489 310 311 150 28 341 139 9 7 Clinton 78 85 163 102 70 70 23 84 76 3 8 Cobourg 92 93 185 135 124 43 18 111 70 4 4 76 25 150 48 160 10 6 146 242 149 139 59 44 140 100 20 21 199 45 25 25 21 11 15 237 122 </th <th></th>											
Aylmer			Pur	oils.		Numb		upils			upils
2 Barrlia	Collegiatė Institutes.	Boys.	Girls.	Totals.	Average Attendance.	Lower School.	Middle School,	Upper School.	Municipalities composing the High School District.	Municipalities within the County.	Other Counties.
	2 Barrie 3 Berlin 4 Brantford 5 Brockville 6 Chatham 7 Clinton 8 Cobourg 9 Collingwood 10 Galt 11 Goderich 12 Guelph 13 Hamilton 14 Ingersoll 15 Kingston 16 Lindsay 17 London 18 Morrisburg 19 Napanee 20 Niagara Falls 21 Orillia 22 Ottawa 23 Owen Sound 24 Perth 25 Peterborough 26 Renfrew 27 Ridgetown 28 St. Catharines 29 St. Mary's 30 St. Thomas 31 Sarnia 32 Seaforth 33 Stratford 34 Strathroy 35 Toronto (Harbord) 36 Toronto (Jarvis) 38 Vankleek Hill 39 West Toronto 40 Whitby 41 Windsor 42 Woodstock	138 169 248 161 229 78 96 202 532 114 259 182 554 76 113 149 170 562 231 107 215 103 102 162 128 183 133 97 205 85 363 311 345 78 181 171	135 133 251 198 260 85 93 114 209 146 216 488 108 286 165 600 154 183 199 276 139 276 210 123 201 115 396 276 356 124 226 112 214 194	273 302 499 359 489 163 185 229 395 242 41,020 222 545 337 1,154 176 267 332 218 447 223 227 338 267 459 343 220 406 200 759 587 701 211 190 395 565	176 198 309 235 310 102 135 131 248 149 258 647 136 347 201 170 206 6 239 644 323 149 288 169 140 197 173 291 222 156 245 125 478 381 450 138 245 122 242 242	140 199 311 70 124 140 269 139 262 588 301 201 826 85 152 240 237 7779 302 121 327 130 151 235 117 383 234 122 242 101 404 401 432 147 286 90 327 90 90 90 90 90 90 90 90 90 90 90 90 90	94 77 138 106 150 70 43 67 111 59 109 275 102 218 111 232 218 111 232 60 107 176 169 82 83 74 117 60 81 74 110 79 257 135 201 48 267	39 26 44 43 28 22 15 44 47 157 12 26 35 96 21 32 25 50 61 15 37 19 25 29 33 16 28 24 54 20 21 25 25 25 25 25 25 25 25 25 25 25 25 25	163 172 354 275 341 84 111 159 237 140 307 878 96 447 208 927 261 189 928 301 120 396 119 98 214 123 353 353 266 91 294 112 759 690 67 263 114 311 230	105 127 124 82 139 76 70 455 122 100 86 113 83 85 101 221 93 134 49 112 40 180 96 51 197 126 119 69 106 107 119 83 85 101 119 119 119 119 119 119 119 119 119	3 211 2 2 9 9 3 4 4 2 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6

AND HIGH SCHOOLS.—Continued.

in the Various Subjects, etc.—Continued.

	0	ccupa1	tion of	Pare	nts.			Numbe	r of Pu	ipils in	the Va	rious S	lubjec	ts.	
The same of the sa	Commercial.	'Agricultural.	Professions.	Mechanical occupations.	Labouring.	Other Callings.	English Grammar.	English Composition and Rhetoric.	English Literature.	Canadian History.	British History.	Ancient History.	Mediæval History.	Modern History.	Geography.
3 3 3 3 3 4 4 4	2 87 139 1 1	99	6 25 62 51 20 76 12 17 23 21 116 14 60 27 113 10 30 32 43 148 39 14 16 35 19 17 23 27 15 84 115 84 135 21 125 84 133 21 17 20 20 20 20 20 20 20 20 20 20 20 20 20	19 71 58 144 121 115 27 25 30 192 62 99 316 48 116 42 303 29 28 81 102 43 23 80 102 88 110 27 88 110 27 88 110 27 88 110 27 88 110 27 88 110 27 88 110 28 136 40 125 86 174 17 162 29 134 78	21 31 30 41	30 8 21 19	149 246 276 458 340 355 125 165 214 309 139 262 863 179 417 320 771 155 215 240 283 864 450 179 426 160 212 206 202 443 271 152 306 192 689 410 578 197 368 145 315 293	159 263 289 477 353 489 161 177 228 395 418 1,020 219 532 320 1,145 174 257 329 360 993 508 215 443 223 227 330 262 459 341 210 400 197 759 587 694 211 408 185 392 344	157 263 296 472 353 489 161 177 227 395 235 418 1,020 208 532 347 1,145 174 256 329 360 991 508 215 443 218 227 360 991 508 215 443 218 227 360 991 100 198 759 694 211 400 198 769 694 1995 1996 1996 1996 1996 1996 1996 1996	323	159 191 130 241 230 461 115 177 203 327 196 209 863 216 311 340 1,132 110 130 329 201 689 490 215 181 204 215 181 204 215 181 205 177 298 117 338 145 358 325 117 348 117 217 218 117 218 218 218 218 218 218 218 218 218 218	47 98 62 295 118 150 56 20 65 111 70 109 355 45 115 120 259 78 84 60 109 134 169 77 76 60 60 74 121 76 88 297 116 20 88 297 116 117 117 117 117 117 117 117 117 11	_	14 12 12 12 12 12 13 15 14 16 16 17 17 12 17 17 11 11 11 12 11 17 17 17 17 17 17 17 17 17 17 17 17	115 210 141 269 265 311 98 131 140 269 139 262 863 166 365 196 847 111 197 240 316 629 450 179 372 152 164 309 155 342 185 199 197 155 660 361 422 1480 337 112 180 330 112 180 330 112 180 330 113 114 115 115 115 115 115 115 115
	4,878	3,440	1,760	5,808	1,222	1,041	10,000		10,510				, ,		

II.—Table I.—Attendance, Pupils in the Schools,

	1	Numbe	r of Pu	pils in	the Va	rious Sı	ıbjects	.—Cont	inued	l
Collegiate Institutes.	Reading.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	French.	German,	Latin,	Greek.	Zoology.
1 Aylmer 2 Barrie 3 Berlin 4 Brantford 5 Brockville 6 Chatham 7 Clinton 8 Cobourg 9 Collingwood 10 Galt 11 Goderich 12 Guelph 13 Hamilton 14 Ingersoll 15 Kingston 16 Lindsay 17 London 18 Morrisburg 19 Napanee 20 Niagara Falls 21 Orillia 22 Ottawa 23 Owen Sound 24 Perth 25 Peterborough 26 Renfrew 27 Ridgetown 28 St. Catharines 29 St. Mary's 30 St. Thomas 31 Sarnia 32 Seaforth 33 Stratford 34 Stratford 34 Stratford 35 Toronto (Jameson) 37 Toronto (Jarvis) 38 Vankleek Hill 39 West Toronto 40 Whitby 41 Windsor 42 Woodstock	115 193 162 386 210 489 98 124 140 269 139 187 588 142 388 204 847 111 151 151 152 130 164 235 149 342 234 122 267 131 660 360 360 360 320 112 326 344	245 211 499 287 355 128 163 206 304 139 262 863 201 240 280 861 450 179 372 160 212 309 245 443 271 152 351 351 351 352	5 266 268 269 400 7 341 5 383 8 126 8 127 8 282 9 159 8 186 9 448 292 8 186 9 448 292 293 879 473 213 352 216 165 332 210 366 177 229 293 873 213 352 216 367 217 218 368 369 369 369 369 369 369 369 369 369 369	5 194 142 1350 1360 1360 1360 1360 1360 1360 1360 136	18 27 18 26 19 18 18 18 18 18 18 18 18 18 18 18 18 18	2 170 3 97 3 92 4 264 5 242 6 242 6 242 6 101 6 266 7 101 6 269 6 123 6 388 228 8 302 101 289 133 144 154 164 151 161 161 172 163 164 172 164 164 172 164 164 172 172 172 172 172 172 172 172	158 74 59 31 12 14 36 109 109 112 252 8 97 25 112 11 55 25 15 18 25 15 18 27 16 93 390 124 210 13 15 25 25 35	5 219 8 215 8 215 8 215 8 215 8 215 8 215 8 118 8	9 2 2 177 100 377 88 22 66 55 44 199 300 18 122 277 7 144 55 77 22 2000 13 2 2 77 8 100 13 42 66 111 77 2 2 2	161 110 78 209 231 106 89 124 251 137 13 650 80 246 176 753 91 168 146 171 580 270 109 305 111 22 129 175 328 96 122 74 99 480 394 410 188 116 220 140 188
Totals	11,647	13,953	14,299	12,050	1,266	10,561	2,751	11,388	517	8,588

AND HIGH SCHOOLS.—Continued.

and in the Various Subjects, etc.—Continued.

	Numbe	r of Pup	ils in t	he Va	arious	Subje	cts.—	Contin	ued.	1		Speci	al Cou	rses.	
	Botany.	Chemistry.	Physics.	Mineralogy.	Writing.	Bookkeeping.	Stenography.	Typewriting.	Art.	Physical Education.	Commercial,	Agriculture.	Manual Training.	Household Science.	Art.
1 2 3 4 4 5 6 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 32 4 25 26 27 28 8 39 40 41 42 4	48 39 41 16 18 17 22	251 134	616 567 465 189 185 186 271 216	10 13 10 5 20 8 11 9 1 5 16	. 184	294 184	48 70 61 40 100 26 40 58 64 79 75 120 31 59 56 169 25 43 135 61 108 61 80 19 27 112 26 104 102 112 29 23 73 25 118 64	73 25 66 52	148 112 271 127	101 273 299 437 275 261 160 185 219 373 230 343 863 220 	544 49 568 30 23 111 33 73	103 12	198	115	39

II.—Table I.—Attendance, Pupils in the Schools

			II	.—Tab	ole I.—A	Attenda	ance, P	upils in	the So	chools
•		Puj	oils.		Numb	er of P	upils	:	er of P from—	upils
High Schools.	Boys.	Girls.	Totals.	Average attendance.	Lower School.	Middle School.	Upper School.	Municipalities composing the High School Dis't.	Municipalities within the County.	Other Counties.
1 Alexandria 2 Almonte 3 Arnprior 4 Arthur 5 Athens 6 Aurora 7 Beamsville 8 Belleville 9 Bowmanville 10 Bradford 11 Brampton 12 Brighton 13 Caledonia 14 Campbellford 15 Carleton Place 16 Cayuga 17 Chesley 18 Colborne 19 Cornwall 20 Deseronto 21 Dundas 22 Dunnville 23 Dutton 24 Elora 25 Essex 26 Fergus 27 Forest 28 Fort William 29 Gananoque 30 Georgetown 31 Glencoe 32 Gravenhurst 33 Grimsby 34 Hagersville 35 Harriston 36 Hawkesbury 37 Iroquois 38 Kemptville 39 Kenora 40 Kincardine 41 Leamington 42 Listowel 43 Lucan 44 Madoc 45 Markham 46 Meaford 47 Midland 48 Mitchell 49 Mount Forest 50 Newburgh 51 Newcastle 52 Newmarket 53 Niagara 54 Niagara Falls South 55 North Bay 56 Norwood	58 54 72 67 88 45 61 61 54 68 94 95 52 31 167 40 62 70 73 44 46 64 71 48 83 80 54 48 68 83 68 83 69 80 80 80 80 80 80 80 80 80 80	98 70 98 90 135 66 41 115 74 77 85 38 71 87 99 49 70 29 173 60 88 87 102 43 88 91 88 68 91 103 99 105 113 48 103 99 105 105 105 105 105 105 105 105 105 105	156 124 170 157 223 111 77 216 128 145 179 68 124 151 178 101 122 60 340 100 130 157 175 77 114 155 155 109 177 168 122 101 118 128 124 61 190 185 81 172 174 218 124 1108 247 161 149 130 151 151 158 69 152 53 71 110 148	888 92 117 94 145 70 44 125 81 93 115 166 60 81 37 221 59 90 94 111 45 80 89 94 111 111 143 109 70 58 66 77 79 34 128 116 50 107 111 143 99 69 141 99 99 94 395 300 402 91	111 83 116 98 123 74 53 165 87 81 81 45 75 88 109 62 32 239 68 78 104 64 52 69 90 115 90 110 99 70 63 87 74 85 36 104 107 107 108 109 109 109 109 109 109 109 109 109 109	22 20	99 12 14	135 1177 131 86 112 588 38 182 72 46 82 37 42 93 121 288 34 166 66 66 88 88 47 35 42 27 70 103 126 57 77 77 88 88 44 49 49 49 49 49 49 49 49 49 49 49 49	14 14 71 107 500 399 33 566 988 888 31 62 521 49 114 422 70 85 45 666 55 45 67 666 36 25 1011 113 86 84 71 113 86 88 84 12 42 42 42 88 84 12 42 88 84 12 42 88 84	77 25 4 3 1 20 6 6 17 20 14 3 21 6 50 11 17 31 9 30 53 19 21 6 2 27 7 17 4 2 34 8 1 4 30

AND HIGH SCHOOLS.—Continued.

nd	in th	ne Var	ious S	Subjec	ts, etc	.—Con	tinue	d.				· 				
	, O	ecupa	tion o	f Pare	ents.	.		Numl	er o	f Pu	pils in	the Vai	rious	Subje	ects.	
	Commerce.	Agriculture.	Professions.	Mechanical occupations.	Labouring occupations.	Other callings.	English Grammar.	English Composition and Rhetoric	English	Literature.	Canadian History.	British History.	Ancient History.	Mediæval History.	Modern History.	Geography.
1 2 3 4 5 6 6 7 8 8 9 9 1111 112 123 3 4 4 5 6 6 7 8 8 9 9 1111 112 123 3 3 4 4 11 14 15 6 17 18 18 19 19 2 11 2 2 2 2 2 2 2 6 2 2 7 8 9 3 0 3 3 3 2 2 2 2 2 2 2 7 8 9 3 0 1 3 2 2 2 2 2 2 2 7 8 9 3 0 3 3 3 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	39 32 60 11 28 46 30 33 30 22 20 22 20 21 22 22 23 34 24 25 25 26 26 27 28 28 28 28 28 28 28 28 28 28 28 28 28	32 600 73 622 600 711 488 23 600 711 488 1100 722 588 888 134 54 74 74 74 74 74 74 74 74 74 74 74 74 74	21 20 46 88 7 22 11 12 20 40 21 12 21 21 21 21 21 21 21 21 21 21 21	8 31 3 122 9 63 8 8 177 21 1 16 2 2 8 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	22 144 111 344 99 600 218 244 155 28 144 156 16 16 16 16 16 16 16 16 16 16 16 16 16	7 6 9 9 1 1 6 11 22 2 7 7 12 15 20 20 3 8 6 6 1 1 1 1 2 2 4 4 1 1 1 7 6 5 5 7 7 5 5 6 5 7 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	16 11 7 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	4 12 17 15 15 15 15 15 15 15 15 15 15 15 15 15	4 10 10 10 10 10 10 10 10 10 10 10 10 10	156 124 170 153 220 1111 77 216 121 171 68 124 151 173 95 122 60 38 97 130 157 155 155 155 155 155 155 167 112 118 124 118 124 118 124 118 124 119 119 119 119 119 119 119 119 119 11	69 152 29 58 80		6 4 4 7 2 4 1	6 10 10 10 10 10 11 11 11 11 11 11 11 11	3 3 4 15 9 3 8 15 11 6 6 10 24 11 6 10 24 11 6 10	58

II.—Table I.—Attendance, Pupils in the Schools

			II	-Table	e I.—At	tendan	ce, Pur	oils in	the S	chools
		Number	r of Pur	oils in t	the Vari	ious Su	bjects.	Conti	nued	
High Schools—Conti	Reading.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	French.	German.	Latin.	Greek.	Zoology.
12 Brighton 13 Caledonia 14 Campbellford 15 Carleton Place 16 Cayuga 17 Chesley 18 Colborne 19 Cornwall 20 Deseronto 21 Dundas 22 Dunnville 23 Dutton 24 Elora 25 Essex 26 Fergus 27 Forest 28 Fort William 29 Gananoque 30 Georgetown 31 Glencoe 32 Gravenhurst 33 Grimsby 34 Hagersville 35 Harriston 36 Hawkesbury 37 Iroquois 38 Kemptville 39 Kenora 40 Kincardine 41 Leamington 42 Listowel 43 Lucan 44 Madoc 45 Markham 46 Meaford 47 Midland 48 Mitchell 49 Mount Forest	13 12 16 9 9 7 16 8 8 8 8 8 5 7 7 13 13 13 13 13 13 13 13 14 11 11 11 11 11 11 11 11 11 11 11 11	5	116	82 116 89 153 217 111 77 129 87 138 144 145 113 96 118 44 145 113 96 170 55 90 155 153 55 153 55 153 114 112 97 63 114 115 97 63 114 115 116 117 117 118 119 119 119 119 119 119 119	8 11 10 7 1 1 14 7 18 17 14 5 15 19 4 15 17 7 7 12 5 13 3 7 12 6 6 9 9 13 3 3 12 12 26 6 20 9 9 9 3 17 10 8	150 60 69 43 169 90 111 70 522 75 76 80 34 65 35 172 75 84 87 118 40 70 142 96 67 71 39 22 22 85 82 79 43 81 82 82 82 83 84 85 85 86 86 86 86 86 86 86 86 86 86 86 86 86	10 15	148 111 154 97 188 88 15 156 96 117 158 47 117 120 94 84 99 51 216 51 81 93 151 69 80 150 100 64 87 98 81 166 70 29 134 166 58 110 114 213 135 101 1230 119 115 104 188	3 101 1.1 2.8 8	111 104 145 129 163 86 55 176 6 77 104 59 92 133 75 57 45 109 103 78 14 54 69 107 115 44 57 126 136 105 129 136 136 136 136 136 136 136 136 136 136
50 Newburgh 51 Newcastle 52 Newmarket 53 Niagara 54 Niagara Falls Sou 55 North Bay 56 Norwood	152 152 154 154 154 155 156 157 158	108 1 41 1 41 1 68 1 80	157 69 124 53 71 100 148	69 119 36 71 50	1 9	90 27 89 28 42 20 80	20 20 20 14	29 105 43 52 104	1 1	79 40 88 38 36 88 66

ND HIGH SCHOOLS.—Continued.

and in the Various Subjects, etc.-Continued.

ind	in the Va	rious S	Subject	s, etc.	—Con	tinue	d. 								
	Numbe	er of Pu	pils in	the V	arious	s Sub	jects	-Conti	inued.		\$	Speci	al Cou	irses.	
	Botany.	Chemistry.	Physics.	Mineralogy.	Writing.	Bookkeeping.	Stenography.	Typewriting.	Art.	Physical Education.	Commercial.	Agriculture.	Manual Training.	Household Science.	Art
$\begin{array}{c} \textbf{123456789} \\ \textbf{1011213141568} \\ 1122222222222222222222222222222222222$	3	68 75 134 444 1811 444 1811 444 1811 444 54 66 62 61 61 61 61 61 61 61 61 61 61 61 61 61	96 114 263 263 27 127 95 128 129 118 83 129 119 119 119 119 119 119 119 119 119	99 11 71 11 18 8 8 7 7 7 10 10 11 11 11 11 11 11 11 11 11 11 11	101 74 85 36 56 68 49 62 40 28 85 86 119 62 40 62 40 62 40 62 40 63 64 64 65 66 68 68 68 68 68 68 68 68 68	24 47 88 66 64 88 66 88 79 73 86 87 87 88 88 88 88 88 88 88 88	1 24 5 5 28 5 39 11 17 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	27 15 7 53 15 30 28 39 13 17 7 7 2 4 4 2 9	777 722 75 1022 1022 1022 1022 1023 1033 1034 1034 1034 1034 1034 1034 103	120 90 109 1777 99 1177 99 1177 99 1177 99 1190 1190	12 14 53 11 10 39 39 39 30 30 30 30 30 30 30 30 30 30 30 30 30	4 4	30		1

COLLEGIATE INSTITUTES
II — Table I.— Attendance, Pupils in the Schools

	II	-Table	I.—Atte	endance,	Pupils !	in the S	Schools
		Pup	oils.		Numb	er of P	upils
High Schools.—Continued.	Boys.	Girls.	Totals.	Average Attendance.	Lower School.	Middle School.	Upper School.
57 Oakville 58 Omemee 59 Orangeville 60 Oshawa 61 Paris 62 Parkhill 63 Pembroke 64 Penetanguishene 65 Petrolea 66 Picton 67 Plantagenet 68 Port Arthur 69 Port Dover 70 Port Elgin 71 Port Hope 72 Port Perry 73 Port Rowan 74 Prescott 75 Richmond Hill 76 Rockland 77 Sault Ste. Marie 78 Simcoe 79 Smith's Falls 80 Smithville 81 Stirling 82 Streetsville 83 Sudbury 84 Sydenham 85 Thorold 86 Tillsonburg 87 Toronto, East 88 Toronto, North-West 89 Toronto, Riverdale 91 Trenton 92 Uxbridge 93 Vienna 94 Walkerton 95 Wardsville 96 Waterdown 97 Waterford 98 Watford 99 Welland 100 Weston 101 Wiarton 102 Williamstown 103 Wingham 1 Totals, High Schools 2 Totals, Collegiate Institutes 3 Grand Totals, 1908	48 42 85 92 54 666 89 37 72 82 21 45 35 35 35 92 51 110 69 87 32 48 29 54 71 25 68 81 18 33 42 90 112 398 118 118 61 61 126 66 118 118 118 118 118 118 118 118 118	45 555 1111 1111 78 74 916 103 107 62 58 42 36 141 54 42 25 98 65 44 41 118 46 61 77 70 76 73 114 697 102 94 83 22 83 27 74 103 107 107 108 108 109 109 109 109 109 109 109 109 109 109	97 196 203 132 140 180 113 175 189 83 103 77 71 233 105 58 159 126 61 248 187 205 78 109 63 100 144 163 226 1,095 220 165 169 34 149 45 81 99 121 227 15,263 16,649 31,912	588 644 121 127 83 866 105 616 101 109 51 611 611 611 866 105 822 344 156 66 388 86 61 86 100 205 475 152 101 113 177 977 277 277 42 555 132 129 80 84 83 141 9,351 10,511 19,862 18,485	56 74 144 977 76 124 84 123 76 50 40 136 69 35 99 80 179 101 113 56 64 50 80 80 80 80 117 117 118 119 80 80 80 80 80 80 80 80 80 80 80 80 80	411 1077 466 425 466 499 129 422 423 511 777 23 233 511 770 86 222 399 13 366 366 366 366 366 366 422 177 38 421 699 100 117 117 117 117 117 117 117 117 117	10 18 7 10 11 10 11 10 13 13 16 6 6 17 18 18 18 19 20 21 21 21 21 21 21 21 21 21 21
4 Grand Totals, 1907	932	649		1,377	895	465	221
6 Decrease							
7 Percentages	46.16	53.83		62.23	63.21	28.54	8.25

^{* 1}st year pupils.

^{† 2}nd year pupils.

AND HIGH SCHOOLS.—Continued. and in the Various Subjects, etc.—Continued.

Num	ber of I	Pupils fro	m—		0	ecupation o	of Parents.		- m
Municipalities composing the High School	District.	Municipalities within the County.	Other Counties.	Commerce.	Agriculture.	Professions.	Mechanical Occupations.	Labouring Occupations.	Other Callings.
57 58 59 60 61 62 63 64 65 66 67 70 71 72 73 74 75 76 77 78 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103	44 41 82 138 87 57 145 103 97 93 50 103 46 41 122 15 25 196 77 152 34 34 18 81 148 81 148 79 75 105 222 1,046 217 111 67 29 99 99 92 26 66 66 55 120 66 66 55 120 66 66 66 66 66 66 66 66 66 66 66 66 66	49 34 63 57 33 69 31 10 77 95 26 	2 355 5 	10 2 4 13 32 10 4 3 4 7 7 2 2 2	96 52 41 64 27 14 49 92 55 13 38 13 56 38 13 56 38 38 13 56 38 38 38 38 38 38 38 38 38 38	8 21 19 13 7 16	53 411 4711 440 33 15 6 19 5 10 8 26 49 13 16 12	10 15 45	2 2 41
1 2	8,965 11,984	5,298 3,926	739	4,87	8 3,44	0 1,760	3,808	1,222	1,541
3 4	20,949 19,615	9,22	1,652	7,97	4 8,76	7 2,842	6,187	2,630	1,931
5 6	1,334	15	7 90	20	8 14	0 147	426		
7.	65.64	28.8	5.46	25.8	27.9	9.36	3 20.72	8.77	7.40

COLLEGIATE INSTITUTES II.—Table I.—Attendance, Pupils in the Schools

	11.—Table 1.—Attendance, Pupils in the Schools							
		Number of Pupils in the						
	High Schools.—Continued.	English Grammar.	English Composition and Rhetoric.	English Literature.	Canadian History.	British History.	Ancient History.	Mediæval History.
58 59 60 61 62 63 64 66 67 68 69 70 71 72 73 74 75 76 77 77 80 81 82 83 84 84 85 86 97 98 99 90 90 90 90 90 90 90 90 90	Oakville Omemee Orangeville Oshawa Paris Parkhill Pembroke Penetanguishene Petrolea Picton Plantagenet Port Arthur Port Dover Port Elgin Port Hope Port Perry Port Rowan Prescott Richmond Hill Rockland Sault Ste. Marie Simcoe Smith's Falls Smithville Stirling Streetsville Sudbury Sydenham Thorold Tillsonburg Toronto, East Toronto, North-West Toronto, Riverdale Trenton Uxbridge Vienna Walkerton Wardsville Waterdown Waterford Watford Welland Weston Williamstown Wingham Totals, High Schools	90 56 140 193 97 76 140 44 123 109 73 93 93 35 150 150 149 78 103 61 220 150 149 78 103 61 120 149 150 149 152 169 177 177 187 198 198 198 198 198 198 198 198	93 97 193 203 132 137 178 84 170 188 83 1011 224 105 58 58 159 126 61 246 61 246 180 205 78 109 63 148 95 148 95 148 215 163 226 684 215 163 226 684 215 163 226 684 215 216 216 216 216 216 216 216 216 216 216	93 97 193 203 131 140 178 84 170 188 83 100 77 71 224 102 58 159 126 63 100 148 100 100 148 100 100 100 100 100 100 100 10	89 97 186 178 75 115 140 113 109 64 73 95 77 71 126 92 56 61 187 150 126 61 187 150 126 61 187 150 126 61 187 180 180 180 180 180 180 180 180	97 189 112 76 104 141 113 173 99 83 95 77	41 102 57 35 52 53 29 44 69	12 111 8 16 2
2	Totals, Collegiate Institutes	13,539	16,388	16,370	11,833	12,280	4,654	853
	Grand Totals, 1908	25,239 26,415	30,931	30,940 29,377	24,018 23,457	24,508 23,570	9,563 9,607	1,575 1,412
	Increases Decreases	1 150	1,548	1,563	561	938	44	163
7	Percentages	79.09	96.92	96.95	75.26	76.79	29.96	4.93

AND HIGH SCHOOLS.—Continued. and in the Various Subjects, etc.—Continued.

Various Subjects.

Various Subjects.										
Modern History.	Geography.	Reading.	Arithmetic and Mensuration.	Algebra,	Geometry.	Trigonometry.	French.	German.		
57 58 59 6 60 11 61 5 62 18 63 1 64 65 5 66 9 67 68 3 69 71 8 72 13 73 74 6 75 76 77 8 78 12 79 6 80 81 6 82 83 98 84 7 85 86 87 16 88 89 54 90 6 91 7 92 <t< td=""><td>79 116 160 85 81</td><td>58 116 160 86 81</td><td>91 56 140 197 96 76 76 140 84 123 178 96 77 71 213 92 58 150 220 150 149 78 105 54 121 155 121 155 121 155 121 173 184 184 184 184 184 185 185 185 185 185 185 185 185</td><td>83 83 77 60 180 101 58 159 120 61 203 177 200 61 14 19 11 16 16 16 16 16 16 16 16 16 16 16 16</td><td>100 139 109 109 109 109 109 112 121 135 148 155 165 174 175 175 175 175 175 175 175 175</td><td>10 6</td><td>5 16 18 48 20 53 153 108 25 46 136</td><td>10 7 6 7 25 24 13 3 </td></t<>	79 116 160 85 81	58 116 160 86 81	91 56 140 197 96 76 76 140 84 123 178 96 77 71 213 92 58 150 220 150 149 78 105 54 121 155 121 155 121 155 121 173 184 184 184 184 184 185 185 185 185 185 185 185 185	83 83 77 60 180 101 58 159 120 61 203 177 200 61 14 19 11 16 16 16 16 16 16 16 16 16 16 16 16	100 139 109 109 109 109 109 112 121 135 148 155 165 174 175 175 175 175 175 175 175 175	10 6	5 16 18 48 20 53 153 108 25 46 136	10 7 6 7 25 24 13 3 		
1 690 2 618		10,757 11,647	12,29 13,95		$\frac{12,05}{-}$	0 1,266	10,561	2,751		
3 1,308 4 1,317			26,24 26,81		$\frac{23,05}{-1}$	2,000	17,310	3,835		
5	302	1,554	56	1,21	69	8 95				
7 4.09	70.56	70.20	82.2	. 88.2	74.4	6.56	59.41	12.56		

COLLEGIATE INSTITUTES II.—Table I.—Attendance, Pupils in the Schools

	·	11.	-Table	1.—Atte	endance,	Pupils	in the	Schools
	,				Nı	ımber o	f Pupil	s in the
	High Schools. —Continued.	Latin.	Greek.	Zoology.	Botany.	Chemistry.	Physics.	Mineralogy.
58 59 601 622 633 644 656 667 71 72 73 74 75 76 77 78 80 81 82 83 84 85 86 87 90 91 91 92 93 94 95 96 97 97 97 97 97 97 97 97 97 97	Smith's Falls Smithville Stirling Streetsville Sudbury Sydenham Thorold Tillsonburg Toronto, East Toronto, North-West Toronto, Technical Toronto, Riverdale Trenton Uxbridge Vienna Walkerton Wardsville Waterdown Waterford Watford Welland Weston Williamstown Williamstown Wingham Totals, High Schools Totals, Collegiate Institutes	40 90 139 35 109 130 206 188 131 125 15 101 39 56 77 77 75 156 105 79 88 160 10,540 11,388	3 	72 6 1177 82 65 141 84 128 85 75 73 65 50 158 94 35 80 87 47 182 120 149 46 86 40 40 40 84 86 59 105 119 142 1711 80 132 26 61 26 61 26 86 64 112 169 86 83 132 8,295 8,588	72 81 105 117 84 128 65 141 84 128 94 35 80 66 47 184 120 46 86 40 40 40 40 40 40 40 40 40 40 40 40 40	6,681	81 181 181 172 181 181 182 183 184 185 185 185 185 185 185 185 185 185 185	3 6 4 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6
4	Grand Totals, 1908	21,928 20,511	680	16,883 13,952	17,583 15,572	15,737 15,064	23,421	666 746
6	Increases	1,417		2,931	2,011	673	1,812	80
7	Percentages	68.71	2.13	52.59	55.09	49.31	79.07	2.08

AND HIGH SCHOOLS.—Continued. and in the Various Subjects, etc.—Concluded.

Various Subj	ects.—Conc	cluded.			Special Courses.					
Writing.	Bookkeeping.	Stenography.	Typewriting.	Art.	Physical Educa- tion.	Commercial.	Agriculture.	Manual Training.	Household Science.	Art
58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76	129 114 460 41 133 13 13 13 13 13 13 13 14 14 15 15 15 15 15 15 15 15 15 15 15 15 15	21	22 18 11 44 35 7 20 73 15 180 12 32	97	140 12 80 165 102 25 159 248 120 188 168 30 45	19 57 20 44 44 15 411 7			367	8 467
2 9	7,42	86 2,418	1,729	$ \begin{array}{r} 9,052 \\ 8,127 \\ \hline 17,179 \end{array} $	4,63 13,37 18,00	$\frac{2,075}{4}$	126		1,232 1,599	
4 15	$\begin{array}{c} 7,455 \\ 5,109 \\ \hline 13,4 \\ \hline \end{array}$	68 4,149	2,970	15,365	15,34	5 2,35	19	212	1,807	581
6	2,346 1,7	27.							5.01	1.76
7 _5	64.69 47.	67 12.1	9.07							

COLLEGIATE INSTITUTES

III.—Table K.—

	~								
		frame	in	ted					Equip-
	Collegiate Institutes.	Brick, stone, or fr	Number of acres in playground.	Schools under United Board.	Value of library.	Value of type- writers.	Value of scientific apparatus.	Value of charts, maps and globes.	Value of models for drawing.
					\$	\$	\$	\$	\$
1233456789101123144566789222222222222333334422	Aylmer Barrie Berlin Brantford Brockville Chatham Clinton Cobourg Collingwood Galt Goderich Guelph Hamilton Ingersoll Kingston Lindsay London Morrisburg Napanee Niagara Falls Orillia Ottawa Owen Sound Perth Peterborough Renfrew Ridgetown St. Catharines St. Mary's St. Thomas Sarnia Seaforth Stratford Strathroy Toronto (Jameson) Toronto (Jarvis) Vankleek Hill West Toronto Whitby Windsor Woodstock Totals	**************************************	$\begin{array}{c} 4 \frac{1}{4} \frac{1}{3} \frac{1}{2} \\ 4 \frac{1}{10} \\ 3 \frac{1}{2} \frac{1}{4} \\ 4 \frac{1}{12} \frac{1}{2} \\ 2 \frac{1}{10} \\ 3 \frac{1}{3} \frac{1}{3} \frac{1}{4} \\ 4 \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{3} \frac{1}{3} \frac{1}{3} \frac{1}{4} \\ 4 \frac{1}{2} \frac{1}{2} \frac{1}{3} \frac{1}{3} \frac{1}{3} \frac{1}{4} \frac{1}{4} \frac{1}{4} \frac{1}{2} \frac{1}{2} \frac{1}{3} \frac{1}{3} \frac{1}{4} \frac{1}{4} \frac{1}{4} \frac{1}{4} \frac{1}{2} \frac{1}{2} \frac{1}{3} \frac{1}{3} \frac{1}{4} \frac{1}{4$		687 625 948 742 878 878 878 873 973 770 993 1,140 619 788 1 433 1,007 670 976 884 686 1,585 1,464 959 708 601 707 795 1,089 787 831 1,152 1,001 1,621 1,726 654 1,265 1,131 40,545	180 1,070 270 112 1,200 125 480 330 547 270		136 123 110	10 36 30 50 51 51 58 50 53 20 12 50 53 20 50 51 50 50 50 50 50 50 50 50 50 50

AND HIGH SCHOOLS.—Continued.

Miscellaneous Information.

ment.			ous and ot exercises.	her	Dest	ination of Pup	
Value of gymnas- ium (not includ- ing equipment). Value of equip- ment of gymnas- ium.	aquarium, etc.	authorized Scripture readings. Schools opened	Schools closed with prayer. Schools using	Bible. Commencement exercises.	Number who entered mercantile life. Number who became occupied with agriculture.	Number who had due to the professions of law, medicine and the church. Number who became teachers.	Number who entered any other profession. Number who left for other occupations.
\$ \$	\$						
1 680 85 2 1,730 90 3 1,000 496 4 1,000 48 5 2,500 70 6 129 7 750 57 8 3,000 160 9 1,200 174 11 2,500 242 12 2,800 547 13 * 968 14 800 126 17 1,600 540 18 980 251 20 1,000 126 21 1,800 44 22 1,000 126 21 1,800 44 22 1,000 56 24 560 267 25 29 20 26 127 900 127 28 900 70 84 30 1,323 374 31 31 1,380 320 36 32 600 156 33 117 34 380 113 35 4,000 700 180 36 10,000 <t< td=""><td>500 37 40 75 32 175 200 35 100 42 40 75 13 450 25 275 600 75 200 80</td><td></td><td></td><td>1</td><td>$\begin{array}{c cccc} 10 & 8 \\ 28 & 6 \\ 28 & 5 \\ 103 & 16 \\ 12 & 3 \\ 8 & 17 \\ 24 & \cdots \\ 29 & 4 \\ 55 & 2 \\ 30 & 12 \\ 1 & 12 \\ 35 & 5 \\ 8 & 11 \\ 7 & 11 \\ 21 & 12 \\ \end{array}$</td><td>3 1: 21 2: 13 4: 3 1: 6 1: 14 1: 15 1: 11 1: 13 1: 4 1: 9 2: 88 1: 16 1: 16 1: 16 1: 16 3: 38 3:</td><td>1 35 11 17 11 36 9 35 1 39 21 16 249 7 32 3 18 4 60 15 37 6 14 78 16 26 106 2 26 106 3 2 18 3 5 34 4 37 96 6 3 2 18 3 5 34 4 20 4 4 20 4 4 20 4 4 20 5 21 1 0 8 8 7 6 8 8 7 6 8 8 7 6 8 9 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9</td></t<>	500 37 40 75 32 175 200 35 100 42 40 75 13 450 25 275 600 75 200 80			1	$\begin{array}{c cccc} 10 & 8 \\ 28 & 6 \\ 28 & 5 \\ 103 & 16 \\ 12 & 3 \\ 8 & 17 \\ 24 & \cdots \\ 29 & 4 \\ 55 & 2 \\ 30 & 12 \\ 1 & 12 \\ 35 & 5 \\ 8 & 11 \\ 7 & 11 \\ 21 & 12 \\ \end{array}$	3 1: 21 2: 13 4: 3 1: 6 1: 14 1: 15 1: 11 1: 13 1: 4 1: 9 2: 88 1: 16 1: 16 1: 16 1: 16 3: 38 3:	1 35 11 17 11 36 9 35 1 39 21 16 249 7 32 3 18 4 60 15 37 6 14 78 16 26 106 2 26 106 3 2 18 3 5 34 4 37 96 6 3 2 18 3 5 34 4 20 4 4 20 4 4 20 4 4 20 5 21 1 0 8 8 7 6 8 8 7 6 8 8 7 6 8 9 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9
	5,201	18	41 1	14 3	2 1,045 362	228 63	7 292 1,690

^{*} Gymnasium is part of main building.

COLLEGIATE INSTITUTES AND

III.—Table K.—Miscellaneous

						. 100	IC IX.	MISCOI.	laneous
	frame	i.	ted						Equip-
High Schools.	Brick, stone or fra school house.	Number of acres in playground.	Schools under United Board.	Value of library.	Value of type- writers.	Value of scientific apparatus.	Value of charts, maps and globes.	Value of models for drawing.	Value of gymna- sium (not includ- ing equipment.)
1 Alexandria 2 Almonte 3 Arnprior 4 Arthur 5 Athens 6 Aurora 7 Beamsville 8 Belleville 9 Bowmanville 10 Bradford 11 Brampton 12 Brighton 13 Caledonia 14 Campbellford 15 Carleton Place 16 Cayuga 17 Chesley 18 Colborne 19 Cornwall 20 Deseronto 21 Dundas 22 Dunnville 23 Dutton 24 Elora 25 Essex 26 Fergus 27 Forest 28 Fort William 29 Gananoque 30 Georgetown 31 Glencoe 32 Gravenhurst 33 Grimsby 34 Hagersville 35 Harriston 36 Hawkesbury 37 Iroquois 38 Kemptville 39 Kenora 40 Kincardine 41 Leamington 42 Listowel 43 Lucan 44 Madoc 45 Markham 46 Meaford 47 Midland 48 Mitchell 49 Mount Forest 50 Newburgh 51 Newcastle 52 Newmarket 53 Niagara 54 Niagara 54 Niagara 54 Norwood 57 Oakville	вовновная в в в в в в в в в в в в в в в в в в в	$egin{array}{cccccccccccccccccccccccccccccccccccc$		259 601 440 544 485 320 296 353 542 362 732 654 304 451 318 210 333 327 337 760 347 506 639 328 383 366 243 257 485 417 485 418 418 418 418 418 418 418 418 418 418	\$ 135 95 135 95 1455 160 250 289 65 120 70 129 150 141 530 105 90 213 100 95 95 95 150	\$ 483 506 352 670 483 481 332 5711 5660 445 618 419 619 552 378 355 363 435 625 403 613 456 331 456 331 456 397 269 473 345 320 1,244 540 476 738 400 517 634 400 517 634 519 693 800 513 425 442 3582 190 358 423 389 264	\$ 93 78 89 21 162 47 49 65 51 33 49 65 23 47 117 123 87 95 65 43 43 68 69 117 123 85 59 52 54 43 43 68 69 114 70 85 59 50 114 70 85 87 87 95 87 95 87 95 87 95 87 95 87 95 87 95 87 95 87 95 87 95 87 95 87 95 87 95 95 96 96 97 97 97 97 97 97 97 97 97 97 97 97 97	52 20 34 44 10 21 8 38 7 35 46 36 4 10 17 3 35	300 500 250 1,250

^{*} Gymnasium is part of main building.

HIGH SCHOOLS .- Continued.

Information .-- Continued.

ment.	Religious and other	exercises.	Destination of Pupils.						
	Schools using authorized Scripture readings. Schools opened with prayer. Schools closed with prayer.	Schools using Bible. Commencement exercises.	Number who entered mercantile life. Number who became occupied with agriculture. Numberwho entered the professions of law, medicine and the church. Number who became teachers. Number who entered any other profession.						
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$		1 1 1	5 12 2 10 3 20 2 4 1 1 3 4 5 3 4 1 3 5 6 3 2 9 2 20 7 3 7 4 13 5 6 1 2 2 18 5 7 1 7 2 7 6 2 6 26 17 5 4 16 6 26 19 4 6 5 3 9 18 1 3 2 2 3 9 18 1 3 2 2 3 9 18 1 8 1 10 4 12 9 1 8 6 5 16 3 4 4 1 8 6 5 16 3 4 4 1 8 6 5 16 3 4 4 1 8 6 5 16 3 4 4 1 8 6 5 16 3 <t< th=""></t<>						

COLLEGIATE INSTITUTES AND

III.—Table K.—Miscellaneous

		ne		eq						Equip-
		r frame	Number of acres in playground.	United	ry.		tific	arts, globes.	Is	na- lud- rt.)
	High Schools.	Brick, stone or school house.	f acı	Schools under Board.	Value of library.	type-	Value of scientific apparatus.	Value of charts, maps and globe	Value of models for drawing.	'alue of gymna- sium (not includ ing equipment.)
		rick, stone o	Number of playgroun	s ur 1.	of Ii		alue of scia	alue of ch maps and	of n	of g (not
		ick,	umbe	hool	lue	Value of writers	lue	lue	lue r di	Value of sium (ning equi
		Br	S d	Se m	Va	Va	Va a_	Va		Va is:
58 O	memee	B	1 1 ½	1	\$ 205	\$	\$ 278	\$ 57	\$ 47	\$
59 O:	rangeville	В	$2 ilde{1}{2}$		688		671	92	10	
60 Os	shawaaris	B B	3.	$\frac{1}{1}$	$\frac{300}{429}$	$\frac{380}{212}$	473 693	$\begin{array}{c} 107 \\ 108 \end{array}$	$\begin{array}{c} 47 \\ 26 \end{array}$	
62 P	arkhill	B	3	1	344	350	514	120	3	
63 Pc	embroke	В	34	. 1	317	100	664	94	53	
65 P	enetanguisheneetrolea	B B	10 1¾		304 399	180	621 531	55 35	$\begin{array}{c} 61 \\ 35 \end{array}$	
66 P	icton	В	$2\frac{3}{4}$		680	450	798	48	45	5,000
67 P	lantagenetort Arthur	B & S	$\frac{1}{3}$	·····i	$\begin{array}{ c c c }\hline 150\\ 441\end{array}$	180	185 556	17 114	$\begin{array}{c c} 21 \\ 46 \end{array}$	
69 P	ort Dover	B	$1\frac{1}{2}$	1	434		447	50	20	
70 P	ort Elgin	В	14		339	180		48	2	
71 Po	ort Hopeort Perry	B B	$\frac{1\frac{1}{2}}{3}$	1	$\begin{array}{rr} 689 \\ 278 \end{array}$	350	842 574	84 55	29 8	
73 P	ort Rowan	В	$2\frac{1}{2}$	1	312		363	49	20	
	rescottichmond Hill	ВВ	$1\frac{1}{8}$ $1\frac{1}{2}$	1	303 22 2	$\frac{210}{65}$	473 375	$\begin{array}{c} 107 \\ 42 \end{array}$	20 7	
76 R	ockland	B	3				147	46	7	
	ault Ste. Marie	В	434		380		418	355	60	
	imcoe mith's Falls	B B	6	1	439 615	110	861 752	144 67	$\frac{50}{40}$	
80 S	mithville	В	$1\frac{1}{2}$		130		422	41	2	
81 St 82 St	tirlingtirling	B	$\frac{1}{\frac{1}{8}}$	1	236 309	195	328 299	$\begin{array}{c} 42 \\ 60 \end{array}$	$\begin{array}{c} 10 \\ 28 \end{array}$	
	treetsvilleudbury	B	8		49	199	202		2	
84 S	ydenham	S	$\frac{2^{1}}{2}$		356	100	434	37	12	
	horoldillsonburg	B & S	$egin{array}{c} 2_{rac{1}{2}} \ 2_{rac{1}{2}} \end{array}$		$\frac{271}{304}$	$\frac{180}{150}$	454 540	133 91	$\frac{3}{52}$	
87 T	oronto, East	В	$1\frac{1}{2}$		316		393	30	6	
	oronto, North-West oronto, Technical	B		$\frac{1}{1}$	87 982	680	$\frac{580}{7,277}$	6 49	$\begin{array}{r} 50 \\ 821 \end{array}$	
	oronto, Riverdale	B	$3\frac{2}{4}$	1	390		1,773	53	43	
91 T	renton	В	$3\frac{1}{2}$	1	610	80	435	- 70	50	
	xbridgei	ВВ	5	$\frac{1}{1}$	381 476	$\begin{array}{c} \cdots \\ 22 \end{array}$	692 299	$\frac{96}{105}$	$\frac{40}{39}$	
94 W	Valkerton	В	14		341	180	559	50		
	VardsvilleVaterdown	B	$1\frac{1}{2}$ $3\frac{1}{4}$	1	$ \begin{array}{r} 275 \\ 242 \end{array} $		$ \begin{array}{r} 243 \\ 391 \end{array} $	47 58	34 15	
	Vaterford	B	3		426		491	94	26	
	Vatford ·	B	2 1 1 1 5		364 302	120	$\begin{array}{r} 447 \\ 610 \end{array}$	$\begin{array}{c} 110 \\ 52 \end{array}$	47 40	
	VellandVeston	В	- 2			50	450	105		
101 W	Viarton	S	2		375		298	53	41	
	VilliamstownVingham	B & S	3				364 421	$\frac{101}{23}$		
		į						7 179	2 101	0.000
	otals, High Schools otals, Collegiate Institutes				39,867 $40,545$		58,134 $52,587$			8,650 $61,833$
							110,721 $101,236$			
	ncreases				4,696					14,389
							z * * * * * *			
7 P	ercentages			47.58						

HIGH SCHOOLS.—Concluded.

Information.—Concluded.

ment.	Religious an	d other	exercis	ses.	. Destination of Pupils.					
Value of equipment of gymnasium. Value of museum, aquarium, etc.	Schools using authorized Scripture readings. Schools opened with prayer.	Schools closed with prayer.	Schools using Bible.	exercises.	Number who entered mercantile life.	number who be- came occupied with agriculture.	Numberwhoenter- ed the professions of law, medicine and the church.	Number who became teachers.	tered any other profession.	left for other occoupations.
\$\begin{array}{cccccccccccccccccccccccccccccccccccc					, 1	88 77 10 88 8 22 77 29 77 44 22 6	4	8 25 2 3 17 3 2 8 7 12 1 1 2 2 4 4 12 13 3 14 2 2 8 5 5 12 2 6 6 1 1 14 3 6 6 8 8 7 7 17	16 32 123 325 534 496 696 666	3 22 18 13 10 16 12 19 33 6 11 1 9 3 21 21 11 6 6 6 15 6 6 6 15 7 7 33 7 12 12 11 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$		9 5	28 14	61 32		53 2 362	228	750 637	194 292	1,585 1,690
3 9,597 7,23 4 9,803 5,78				93 90	1,982	894 803	401	1,387 1,436	486 448 ————————————————————————————————	$ \begin{array}{r} 3,275 \\ 3,088 \\ \hline 187 \end{array} $
5		3	2		287	91	27			40.37
7	. 34.48 96.5	$5^{-}4.14$	28.96	64.14	20.89	11.02	4.61	17.10	o, 50	40.01

TABLE L.—PROTESTANT SEPARATE SCHOOLS.

TABLE		IDSIAL	I SELA	MALE S	CHUULS	•	
	No. 4 Gratton.	No. 2 Hagarty.	No. 6 North Planta- genet.	No. 1 North Tilbury.	L'Orig- nal, Village.	Penetan- guishene, Town.	Totals.
Number of Schools	1	1	1	1	1	1	6
Receipts: Balances from 1907 Government grants Municipal grants and assessments	\$ c. 41 73 46 00 545 36	\$ c. 69 00	40 55 123 71	111 16		\$ c. 115 00 159 80	520 98
Other sources		320 00	200 .0		487 91 1 55	2,850 00 15 50	
Totals	633 09	819 00	633 99	718 24	592 91	3,140 30	6,537 53
Expenditure: Teachers' salaries School sites and buildings Libraries, maps, apparatus,	375 00 8 20	365 00	1 35	350 00	30 48	265 50	3,672 50 670 53
other expenses	57, 99	$ \begin{array}{c cccc} 20 & 00 \\ 160 & 00 \end{array} $		58 83	1 95 93 65	32 79 727 07	89 34 1,149 25
Totals	441 19	815 00	262 66	408 83	561 08	3,092 86	5,581 62
Balances on hand	191 90	4 00	371 33	309 41	31 83	47 44	955 91
Teachers: Male Female. Certificates Salaries	1 III \$375	1 Temp. \$270		1 III \$350		1 3 2 II; 2 III Male \$750 Female \$443	1 2 II; 6 III; 1 Temp. Av. male \$750 Av. female \$381
Pupils: Total number attending. Boys. Girls. Average attendance No. in 1st Reader, Part II. " 1st " Part III. " 2nd " " 3rd " " 4th " " 5th or High S. Reader Art. " Geography " Music. " Literature. " Composition. " Grammar " English History. " Canadian History. " Canadian History. " Physiology & Hygiene Nature Study. " Physical Culture. " Bookkeeping. " Arith. & Mensuration. " Algebra. " Geometry. " Agriculture.	45 23 22 20 10 77 5 9 11 345 28 45 23 14 17 11 11 45 22 2 2 2 2	67 36 31 28 24 7 7 6 12 17 1 30 30 36 17 30 18 18 17 	6 4 4 1 1 4 3	266 144 122 155 7 54 66 44 266 19 266 19 19 14 10 10 19 26	26 188 8 166 5 3 4 1 100 3 266 200 26 200 13 100 13 100 13 100 13 100 13 100 100	136 -109 160 77 18 50 50 50 245 245 245 245 100 50	422 234 188 243 127 41 70 82 95 7 385 355 284 384 342 187 109 165 141 347 303 6
Brick, frame or log school house	Frame.	Frame.	Frame.	Brick.	Brick.	Brick.	3 Bk.; 3 Fr.
Number of maps	. 7	8	10	10	15	11	61
Number of globes	1	1	1	1	1	i	6

TABLE M.—REPORT ON KINDERGARTENS.

Municipality.	Number of Kindergartens.	Number of Teachers.	Directors.	Assistants.	Average Salary, Director,	Average Salary, Assistant.	Number of Pupils attending.	Average daily attendance.
Cities: Brantford Chatham Guelph Hamilton Kingston London Ottawa Peterborough *Port Arthur St. Catharines *St. Thomas Stratford Toronto West Toronto	5 3 1 14 4 18 19 5 1 1 4 3 48 3	11 6 2 16 4 34 35 6 2 2 3 3 126 6	5 3 1 14 4 18 20 5 1 1 1 3 3 47 3	6 3 1 2 16 15 1 1 1 1 1 79 3	350 458 400 521 370 586 522 475 600 450 433 450 591 458	208 300 200 350 400 360 300 250 300	380 304 131 1,517 293 1,469 1,589 377 40 158 227 418 7,090 368	216 129 52 525 111 584 555 118 7 49 65 131 2,411
Towns: Aylmer Barrie Berlin. Cobourg Collingwood Dundas. Galt Hespeler Ingersoll Listowel. Owen Sound Picton. Preston Simcoe Tillsonburg. Walkerton Waterloo Welland	1 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 1 7 2 2 2 1 1 1 1 1 2 1 1 1 1 1 1 1 1	1 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1	375 450 461 375 400 450 550 450 325 350 550 400 350 400 350 425 350	175 200	116 51 277 121 121 180 54 54 54 99 75 414 90 73 108 88 26 86 86	46 18 190 44 33 82 38 34 36 22 128 29 45 32 33 10 61 30
Totals, 1908 Totals, 1907	156 145	288 277	154 147	134 130	516 467	378 332	16,477 15,242	6,020 5,498
Increases	11	11	7	4	49	46	1,235	522

^{*} School opened in September.

TABLE N .- REPORT ON NIGHT SCHOOLS.

	OKI ON INIG	III DONOOLSI		
	of chools.	ers.	s attending.	ge daily
	Number Night S	Teach	Pupils	Averag
Toronto	10	18	889	208

TABLE O.—REPORT ON TRUANCY.

	TABLE O.	-REPORT	ON TRUAL	NCY.		
	il- ise ir-	re- the	by	n- or	n-u	-
	Number of children otherwise employed during school hours		Number of notices sent by Truant Officer to parents or guardians.	Number of complaints made before Police Magistrates o J. P's.	con	Number of children not attending any school.
	Number of dren other employed ing school h	Number of ca of truancy ported to Truant Office	Tumber of notices sen Truant Of to parents guardians.	Number of plaints may before Poli Magistrate J. P's.	Number of victions.	of ta an
Cities.	otlo boc	Number of truan ported Truant	Number of notices sel Truant 0 to parents guardians	ts ts e F str	er ins	no ng
	abe n plo sel	tri-	naj naj paj	ore ore	ti pi	d dig 8
	un lre m	L'ra	un tou	un ola Ma Ma	un 7ic	Tumber dren r tendin school,
	Z.e e.Z	ZOZL	N Hr. + CO	Z	Z	Z o + %
Belleville	5	137	6			,
Brantford	3	7	5	. 5	1	
Chatham		53	53			12
Guelph		34	45	1		
Hamilton		143	675	51	6	400
KingstonLondon	20	118 25	$\frac{118}{90}$	$\begin{array}{c} 6 \\ 16 \end{array}$	15	
Niagara Falls	8	$\frac{25}{27}$	140	7	$\frac{15}{4}$	201
Ottawa	$1\overset{\circ}{5}$	300	51			201
Peterborough		70	30	2		1
Port Arthur		35	8			
St. Catharines		25	20			25
St. Thomas	1	34	28	2	1 -	
Toronto.		6,274	$\begin{array}{c} 476 \\ 100 \end{array}$	27	97	
West Toronto		0,214	14	1	1	
Windsor		224	12		T	
Woodstock		3 .	50	5		3
Towns.						
Arnprior		$\frac{2}{9}$	2			10
Barrie	9	$\begin{array}{c} 8 \\ 14 \end{array}$	8 8	$\frac{5}{2}$	5 1	$\frac{10}{7}$
Berlin	6	103	29	2	1	,
Bowmanville	3	10	16	1		6
Brampton		20	20			
Brockville		28	28	3		
Campbellford. Carleton Place.	1	20	20	2		
Cobourg			$\frac{4}{7}$	3	3	
Collingwood		46	46	6	6	
Copper Cliff		20	6			
Cornwall		92	92	1	1	
Dresden Dundas		15 35	15			
Dundas Durham			21 5	3	3	• • • • • • • •
Essex		20	20			
rorest	4	$\overline{10}$	-3			
Galt	3	9	15			4
Gananoque	1	10	16	1	1	• • • • • • • • • •
Hespeler		$\frac{10}{24}$	$\frac{10}{8}$			3
Ingersoll		1	4			. 0
Kenora	3	17	17			
Latchford		1	1 1	$\frac{1}{6}$	1	
Lindsay Listowel		32	32 -	6	1	
Mattawa		$\begin{array}{c} 25 \\ 24 \end{array}$	25			
Mitchell		4	24		• • • • • • • •	1
Napanee		4				
New Liskeard		25	25 ,			
Newmarket		.7	2			
Niagara North Bay		11		• • • • • • • • •		
North Toronto.		$\begin{bmatrix} 2 & 1 \\ 4 & 1 \end{bmatrix}$	$\frac{2}{4}$.			• • • • • • •
Orangeville	6	3	3	4	4	55
Urillia		25	25	1		
Owen Sound	. 8	35	320	1	1	1
Paris Parkhill	1		3	1		
rembroke		$\begin{bmatrix} 2 & 1 \\ 1 & 1 \end{bmatrix}$	3			
1 61 011	1	9	9	5	2	
retrorea	2	75	25	2	2 2	10
Picton		70	11	2	-2	
Port Hope	• • • • • • • • • • • • • • • • • • • •	1	1			

1909	DEPARTM	ENT OF	EDUCA	TION.		93
TAI	BLE O.—REF	ORT ON T	RUANCY.	Concluded.		
Towns.—Continued.	Number of children otherwise employed during school hours.	Number of cases of truancy re- ported to the Truant Officer.	Number of notices sent by Truant Officer to parents or guardians.	Number of complaints made before Police Magistrates or J. P's.	Number of convictions.	Number of children not attending any school.
Preston		5 1	1 1			
Sandwich Sarnia Southampton Sturgeon Falls	1	$\begin{array}{c} 3 \\ 10 \\ 1 \\ 2 \\ 6 \end{array}$	2 2 2 2 1	1	***************************************	7 2
Sudbury Phessalon Fhorold Fillsonburg Jxbridge	6	25 2	25 2	1 2	***********	10
Waterloo Walkerville Wallaceburg Wiarton		15 25 10		3		2
Villages. Acton Alvinston Bancroft Bayfield		1 10	3 4 1 10	1		
Beaverton Blyth Bolton Bradford Bridgeburg		4	1 25 1 4 4			
Brighton Caledonia Cayuga Chippewa Colborne	. 1	5	4 3 7 3	1		
Delhi Drayton Dundalk		6	1 1			<u>1</u>

	Per a a co	N of SE	N atta	Nagari.	A Sich	Set set
Dwagton	2	5	4			
Preston		5 1	1 1	• • • • • • • • • •		
St. Mary's	1	1	1	• • • • • • • • • •		
Sandwich		3	2			
Sarnia	1	10	$\frac{1}{2}$	1		
Southampton		1	2			2
		2	ī			4
Sudbury		6				
Thessalon	- 6	25	25	1		
Thorold		2	2			
Tillsonburg				2		10
Uxbridge		6	- 6	• • • • • • • • • •		
Waterloo		15	10			2
Walkerville		25	$\frac{1}{3}$			
Wiarton		10	21	3	2	0
Villages.		10	=+	0	_	J
Acton		2	. 3			
Alvinston	3		4	1		1
Bancroft		1	1			1
Bayfield	5	10	10			
Beaverton		1	1			
Blyth		25	25			
Bolton		6	1			
Bridgeburg		4	4			0
BridgeburgBrighton		*	4			3
Caledonia		5	4	3		
Cayuga	1	,	3			
Chippewa	1	5	7	1		
Colborne		5	3			
Delhi		6	1			
Drayton		1	1			1
Dundalk		1				
Elora		2	2			2
Exeter	5 3	3	$\frac{4}{2}$			3
FergusFort Erie		15	4	4		15
Georgetown .		9	9			
Glencoe	1	2	. 3			
Lakefield.		5	5			1
Markdale		10	10			
Markham						1
Merrickville		2				
Merritton	1	2	2			
Milverton	,	6	2			1
Morrisburg		3 1	3			
Newbury		$\frac{1}{2}$	10		/	
Norwich Oil Springs		3	9			
Point Edward	2	4	5			
Port Colborne			30	3	1	
Port Stanley	1		3			
Shelburne	8	13	13			
South River		20	20			
Springfield		2 2	2			1
Tara			1		1	9
Tweed	2	3 2	6	1	1	5
Watford.	5 3	3	5	3		
Winchester Wyoming		9	. 2			
Wyoming	9		-			
Totals	149	8,685	3,167	194	92	812
Note.—Urban municipali		g table oither		truants or d	lid not report	t at all.
NOTE.—Urban municipali	ties not in thi	s table eithe	reported no	VI GUILLO OI O		

TABLE P.—GENERAL

A General Statistical Abstract, exhibiting the comparative state and progress of Education in also Normal College and Normal and Normal Model Schools, from the year

No.	Subjects compared.	1867.	1872.	1877.	1882.
140.	Subjects compared.		1072.	1077.	1002.
1	Population		1,620,851		1,926,922
2	School population between the ages of five and sixteen years, up to 1884 (and five to twenty-one subsequently)		495,756	494,804	483,817
3 4	High Schools (including Collegiate Institutes) *Normal College and Normal and Normal	102	104		104
5	Model Schools	3 4,261 161	4,490		
6 7 8	Total Roman Catholic Separate Schools Grand total of all schools in operation Total pupils attending High Schools (includ-	4,527			190 5,313
	ing Collegiate Institutes) Total students and pupils attending Normal	5,696	7,968	9,229	12,348
10	College, Normal and Normal Model Schools	800 382,719		900 465,908	1,059 445,364
11	Total pupils attending Roman Catholic Separate Schools	18,924			26,148
12	Grand Total students and pupils attending High, Public, Separate Schools, Normal College and Normal and Model Schools	408 120	463,430	500,989	484,919
13	Total amount paid for the salaries of Public and Separate School teachers				, , , , , , , , , , , , , , , , , , , ,
14	Total amount paid for the erection and repairs of Public and Separate School houses,				
15	and for libraries, apparatus, books, fuel, stationery, etc	\$379,672	835,770	1,035,390	882,526
	School Teachers' salaries, the erection and repairs to School houses, and for	#4 AZO 100		0.050.400	0.000.074
16	libraries apparatus, etc	\$1,473,188	2,207,364 141,812		253,864
17	Total amount paid for erection and repair of High School (and Collegiate Institute)	ψ54,020	141,012	211,007	200,004
10	houses, maps, apparatus, prizes, fuel, books, etc	\$19,190	31,360	51,417	89,857
18 19	Total Public and Separate School Teachers.	\$1,587,198 4,890	2,380,536 5,476	3,336,513	3,370,695 6,857
20 21	Total Male Teachers	2,849 2,041	2,626 2,850	6,468 3,020 3,448	3,062 3,795

^{*} Normal College was closed in 1907, the training of teachers of the higher grades and Queen's

STATISTICAL ABSTRACT.

Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes), 1867 to 1908 compiled from the Returns in the Department of Education.

	1						
No.	1887.	1892.	1897.	1902.	1906.	1907.	1908.
1		2,114,321		2,167,938		• • • • • • • • •	
2	611,212 112	595, 2 38 128	590,055 130	584,512 134	595,257 142	590,285 143	596,713 145
4 5 6 7	5,277 229 5,624	5,577 312 6,023	7 5,574 340 6,051	5,671 391 6,204	8 5,797 443 6,390	7 5,819 449 6,418	10 5,869 465 6,489
8	17,459	22,837	24,390	24,472	29,392	30,331	31,912
· 9 10	1,204 462,839	1,270 448,204	1,492 441,157	1,709 420,094		1,407 413,510	2,074 417,036
11	30,373	37,466	41,620	45,964	50,760	51,502	53,551
12	511,875	509,777	508,659	492,239	494,968	496,750	504,578
13	2,458,540	2,752,628	2,886,061	3,198,132	3,880,548	4,389,524	4,643,571
14	1,283,565	1,301,289	1,329,609	1 627,028	2,522,658	3,166,655	3,300,255
15	3,742,105	4,053,917	4,215,670	4,825,160	6,403,206	7,556,179	7,943,826
16	327,452	470,828	532,837	547,402	716,471	783,782	860,955
17	168,160	215,871	183,139	222,278	312,823		
18 19 20 21	4,237,717 7,594 2,718 4,876	8,480 2,770	4,931,646 9,128 2,784 6,344	5,594,840 9,631 2,311 7,320	10.053		9,329,658 10,391 1,860 8,531

being thereafter carried on by the Faculties of Education at the University of Toronto University, Kingston.

APPENDIX B—TEACHERS' FINANCIAL

1 Algoma 1 41 30 00						
\$ c. \$ c		es.	on the second		Receipts.	
1 Algoma	Name of Institute.	Number of Institut	Number of member	Government grant.	Municipal grant.	Members' fees.
1				\$ c.	\$ c.	\$ e
18 Hallourton 19 Haldimand 1	2 Brant 3 Bruce, East 4 Bruce, West 5 Carleton 6 Dufferin 7 Dundas 8 Durham 9 Elgin 10 Essex, North 11 Essex, South 12 Frontenac 13 Glengarry 14 Grenville 15 Grey, East 16 Grey, South	1 1 1 1 1 1 1 1 1 1 1	85 120 100 66 122 80 120 150 85 117 150 95 109 16 36	25 00 25 00	25 00 25 00 25 00 25 00 25 00 25 00 50 00 50 00 25 00 25 00 25 00 25 00 25 00 25 00	10 25 33 00 38 75 17 25 4 00 9 00 21 00
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	19 Haldimand 20 Halton 21 Hastings, North 22 Hastings, South 23 Huron, East 24 Huron, West 25 Kent, East 26 Kent, West 27 Lambton, East 28 Lambton, West 29 Lanark 30 Leeds, No. 1 (West) 31 Leeds, No. 2 (East) 32 Lennox and Addington 33 Lincoln 34 Manitoulin (Gore Bay) 35 Manitoulin (Manitowaning) 36 Manitoulin (Sudbury)		98 124 110 137 66 90 132 98 124 220 101 60 134 89 25 28 28	25 00 25 00	25 00 25 00	14 95 30 00 25 00 24 50 14 55 10 25 15 00 25 00
46 Parry Sound, East, and South Nipissing 1 67 30 00	38 Middlesex, West 39 Muskoka 40 Nipissing 41 Norfolk 42 Northumberland 43 Ontario, North 44 Ontario, South 45 Oxford 46 Parry Sound, East, and South		104 146 32 140 150 73 84 60	25 00 30 00 55 00 25 00 25 00 25 00 25 00 25 00	50 00 25 00 25 00 25 00 25 00	52 00 8 00 19 78 15 00

INSTITUTES.

STATEMENT.

Receipts.—C	ontinued.
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Expenditure.

	Balances and other sources	Total receipts	Printing, post-	Libraries, Educational Journals, etc.	. Miscellaneous	Total ** expenditure.	Balances.
$\begin{array}{c} 1 \\ 2 \\ 3 \\ 4 \\ 5 \\ 6 \\ 7 \\ 8 \\ 9 \\ 0 \\ 111 \\ 12 \\ 13 \\ 14 \\ 15 \\ 16 \\ 17 \\ 18 \\ 19 \\ 221 \\ 222 \\ 223 \\ 225 \\ 222 \\ 223 \\ 225 \\ 222 \\ 225$	55 45 121 31 38 93 181 98 28 11 	95 70 171 31 88 93 231 98 111 11 50 00 175 05 89 29 280 90 169 79 165 60 89 02 96 94 109 79 124 53 308 08 162 84 43 20 309 21 116 15 140 71 193 98 104 35 206 60 131 38 133 73 134 57 158 16 194 00 163 14 103 75 113 50 149 36 56 92 30 00 30 00 127 90 227 74 113 87 88 30 163 54 176 26 145 01 196 00 165 75	7 50 8 00 6 26 6 28 6 6 28 6 6 8 8 15 9 25 6 00 61 23 3 96 20 65 7 38 2 2 00 7 79 8 50 3 10 5 53 5 90 8 79 12 68 6 32 41 37 9 00 6 28 6 80 41 90 7 91 6 99 8 95 5 40 2 07 4 10 6 10 6 10 6 10 6 10 6 10 6 10 6 10 6	19 00 54 50 3 90 	43 10 19 30 25 00 46 75 60 70 71 99 10 95 24 00 12 00 14 40 48 45 49 98 38 97 10 00 63 80 20 45 23 10 6 00 37 00 103 48 13 70 82 10 81 15 73 00 73 60 63 85 56 50 68 00 54 30 35 05 552 55 10 00 1 20 1 5 65 29 10 151 78 7 85 52 45 46 55 59 15 92 25 38 50 82 02	50 60 27 30 50 26 107 53 67 38 10 48 80 14 20 20 30 00 12 00 75 63 65 36 70 63 46 35 33 75 136 79 72 30 25 40 28 63 26 90 45 79 116 16 20 02 128 72 90 15 79 28 80 40 105 75 104 66 77 54 44 00 57 95 12 30 3 27 9 75 92 25 190 94 13 70 62 70 106 31 65 40 96 75 43 50 89 18	45 10 144 01 38 67 124 45 43 73 39 52 94 91 69 09 250 90 157 79 89 97 23 66 26 31 63 44 90 78 171 29 90 54 17 89 280 58 89 25 94 92 77 88 41 23 54 45 54 17 52 41 98 25 58 48 26 21 69 50 91 41 44 62 26 73 20 25 35 65 86 80 100 17 25 60 57 23 110 86 182 26 17 25 60 76 57 36 00

TEACHERS'
FINANCIAL

	**			Receipts.	
Name of Institute.—Continued.	Number of Institutes.	Number of members,	Government grant,	Municipal grant.	Members' fees.
			\$ c.	\$ c.	\$ c.
47 Parry Sound, West 48 Peel 49 Perth 50 Peterborough 51 Prescott and Russell 52 Prince Edward 53 Rainy River 54 Renfrew 55 Simcoe, East 56 Simcoe, North 57 Simcoe, South-West 58 Stormont 59 Thunder Bay 60 Victoria, East 61 Victoria, West 62 Waterloo 63 Welland 64 Wellington, North 65 Wellington, South 66 Wentworth 67 York, North 68 York, South 69* Ontario Educational Association		50 100 104 122 94 90 40 85 97 100 37 81 70 54 72 187 155 100 99 110 38 118 855	30 00 25 00	25 00 25 00	9 00 52 00 42 50 26 00 9 25 40 50 83 50 22 75 21 50 9 50 29 50 427 50
Cities and Towns.					
70 Belleville 71 Brantford 72 Brockville 73 Guelph 74 Hamilton 75 Kingston 76 London 77 Ottawa 78 Peterborough 79 St. Catharines 80 St. Thomas 81 Stratford 82 Toronto 83 Windsor and Walkerville	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	30 66 24 39 201 57 184 250 61 28 44 45 733 77	25 00 25 00	25 00 25 00	6 00 50 25 14 25 48 75 132 00 3 50 54 10 368 00 19 00
Totals, 1908	83 81	9,081 9,319	$\begin{bmatrix} 3,075 & 00 \\ 2,850 & 00 \end{bmatrix}$	1,852 50 1,920 00	1,882 60 1,671 32
Increases	2	238	225 00	67 50	211 28

^{*}Statement for 1908-9.

INSTITUTES.—Concluded.

STATEMENT.—Concluded.

					· · · · · · · · · · · · · · · · · · ·		
	Receipts.—	Continued.		Expen	diture.		
	Balances and other sources.	Total receipts,	Printing, postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous.	Total expenditure.	Balances.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ e.
47 48 49 50 51 52 53 54 55 56 67 68 69	116 21 11 05 168 64 68 84 44 30 60 62 30 48 52 85 75 00 38 35 151 32 114 47 100 46 99 34 187 65 57 92 34 55 144 12 49 89	69 42 59 51 218 21 61 05 218 64 118 84 74 30 128 12 80 48 120 43 112 10 165 50 68 35 213 82 164 47 233 96 124 34 260 40 107 92 106 05 178 62 129 39 1,955 37	7 19 3 00 16 35 5 55 13 15 6 15 9 80 10 71 4 58 3 50 9 25 8 30 13 25 25 95 22 3 55 26 35 8 80 9 80 9 80 8 27 10 19 7 14 23 52 1,113 33	15 00 14 39 4 05 30 00 7 50 63 70 21 75 7 50	8 95 46 50 180 75 29 20 40 70 34 60	31 14 49 50 197 10 34 75 53 85 55 14 9 80 107 63 61 08 36 60 84 75 112 05 13 65 50 95 31 90 153 40 83 60 123 75 80 17 74 89 51 77 74 89 51 77 61 52 1,572 28	38 28 10 01 21 11 26 30 164 79 63 70 64 50 20 49 19 40 83 83 27 35 53 45 54 70 162 87 132 57 80 56 40 74 136 65 27 75 31 16 126 85 67 87 383 09
70 71 72 73 74 75 76 77 78 80 81 82 83	154 71 62 08 18 93 252 04 44 24 376 50 90 99 97 60 78 02 73 54 98 67 2,079 81	93 05 204 71 118 08 68 93 352 29 108 49 475 25 272 99 151 10 128 02 98 54 177 77 2,497 81 92 92	6 38 3 55 7 05 1 96 21 45 9 86 54 35 21 50 4 81 20 3 45 13 10 68 36 6 67	31 84 25 95 45 88 24 85 53 50 10 00 98 70 182 60 3 25	14 00 81 05 29 00 20 00 143 93 39 10 297 00 96 95 39 50 8 35 56 85 	52 22 84 60 62 00 67 84 165 38 73 81 351 35 118 45 44 31 62 05 70 30 111 80 1,038 26 56 57	40 83 120 11 56 08 1 09 186 91 34 68 123 90 154 54 106 79 65 97 28 24 65 97 1,459 55 36 35
	9,530 08 8,382 77	16,340 18 14,824 09	2,164 99 2,237 72	920 02 654 16	5,282 05 4,595 53	8,367 06 7,487 41	7,973 12 7,336 68
	1,147 31	1,516 09	72 73	265 86	686 52	879 65	636 44

APPENDIX C.—ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

ENTRANCE EXAMINATION, JUNE 1909.

ENTE	CANCE I	YXAMII	NATION, JUNE 1909.		
	Examined.	:		Examined.	
Collegiate Institutes.	im ·	sed	High Schools.—Continued.	mi	seq
	dxa	Passed	,	Ixa	Passed
	H		. *	-	
Barrie	117	70	Bradford	55	25
Berlin	187	153	Brampton	.90	57
Brantford	283 119	191 85	Brighton	69 55	45 33
Brockville	212	140	Campbellford	80	46
Clinton	57	47	Carleton Place	73	48
Cobourg	$\frac{102}{125}$	68	Cayuga	52 63	26 56
Galt	171	146	Colborne	37	23
Goderich	74	52	Cornwall	148	69
Guelph	136	111	Deseronto	65	45
Hamilton	$\begin{array}{c} 675 \\ 118 \end{array}$	$\frac{457}{72}$	Dundas	76 66	47 48
Ingersoll	174	136	Dutton	49	35
Lindsay	85	57	Elora	42	30
London	596	$\begin{array}{c} 456 \\ 23 \end{array}$	Essex Fergus	87 78	68 54
Morrisburg Napanee	$\begin{array}{c} 86 \\ 107 \end{array}$	70	Forest	46	19
Niagara Falls	101	63	Fort William	76	53
Orillia	131	83	Gananoque	86	45
Ottawa	551 198	386 132	Georgetown	49 72	27 47
Owen Sound	93	69	Gravenhurst	50	26
Peterborough	190	151	Grimsby	48	36
Picton	113	72	Hagersville	39	24
Renfrew	$\begin{array}{c} 171 \\ 59 \end{array}$	89 34	Hawkesbury	53 38	$\frac{39}{21}$
Ridgetown St. Catharines	92	74	Iroquois	69	22
St. Mary's	153	103	Kemptville	64	30
St. Thomas	$\begin{array}{c} 167 \\ 148 \end{array}$	102 113	Kenora Kincardine	21 59	17 37
Sarnia Seaforth	75	50	Leamington	59	26
Stratford	206	166	Listowel	59	40
Strathroy	155	88	Lucan	94	66
Toronto (Harbord) (Jameson)	387 250	306 188	Madoc Markham	87 108	72 72
" (Jarvis)	307	227	Meaford	69	47
" (West)	180	132	Midland	60	31
Vankleek Hill	66 94	44 65	Mitchell	99 85	74 58
Whitby	175	151	Newburgh	87	54
Woodstock	208	123	Newcastle	25	11
Thetala	7,694	5 422	Newmarket	72 27	54 18
Totals	7,094	5,422	Niagara Falls South	33	21
High Schools.			North Bay	54	31
41	101	27	Norwood	83	38 56
Almonte	101 62	37 48	Omemee	69 76	
Arnprior	84	62	Orangeville	76	54
Arthur	63	33			
Athens	130 37	45 16	Paris Parkhill	$\begin{array}{c} 51 \\ 86 \end{array}$	36 46
Aylmer	82	62	Pembroke	135	67
Beamsville	41	24	Penetanguishene	41	18
Belleville	226		Petrolea	72	
Bowmanville	53	58	Plantagenet	. 44	1.4

ENTRANCE EXAMINATION, JUNE 1909.—Continued.

	d.			-j	
	Examined	_:		Examined.	
High Schools.—Concluded.	ig	sed	Other Places.—Continued.	E	sed
	Xa	Passed		Xa	Passed
•	白	P.		国	ď
			1		
Port Arthur	74	63	Bayfield	18	9
Port Dover	33	20	Beaverton	40	23
Port Elgin	38	27	Beeton	15	8
Port Hope	72	59	Belle River	13	10
Port Perry	68	43	Belmont	33	19
Port Rowan	43	24	Bethany	19 12	10
Prescott	97 52	36 39	Billings' Bridge	12	5
Richmond Hill	35	20	Blackstock	25	8
Sault Ste. Marie	125	67	Blenheim	60	36
Simcoe	110	68	Blind River	20	6
Smith's Falls	85	54	Blyth	57	39
Smithville	20	10	Bobcaygeon	33	6
Stirling	54	38	Bolton	25	14
Streetsville	31	13	Bothwell	30	16
Sudbury	69	41	Bowesville	13 46	22
Sydenham	56	28	Bracebridge	28	14
Thorold	$\frac{41}{76}$	25 55	Bridgeburg	40	12
Tillsonburg Toronto, East	81	47	Bruce Mines	29	10
Toronto, North-West	75	66	Brussels	. 68	48
Toronto, Technical	102	77	Burford	34	18
Toronto, Riverdale	107	82	Burgessville	21	12
Trenton	51	30	Burk's Falls	34	20
Uxbridge	69	45	Burlington	41	31
Vienna	44	30	Burritt's Rapids	. 15 15	8
Walkerton	87	58	Byng Inlet	50	29
Wardsville	30	26	Cannington	10	5
Waterdown	53 65	34 34	Cardinal	36	20
Waterford Watford	59	35	Carp	44	19
Welland	68	31	Castleton	9	6
Weston	98	78	Cataragui	29:	22
Wiarton	58	29	Chapleau	12	16
Williamstown	47	23		37 39	25
Wingham	113	97	Chatsworth BO	35	26
make le	7 004	4 971	Chester (Doncaster P.O.) Chesterville	66	23
Totals	7,064	4,371	Claremont	17	12
Other Places.			Clifford	20	12
Other Traces.			Cobalt	20	8
Aberfoyle	27	19	Cobden	. 69	12 10
Acton	35	24	Coldwater	18 31	24
Alliston	85	36		40	74. 8
Alvinston	54	32	Cookstown	16	4 4
Ameliasburg	23	16		40	3 77
Amherstburg	45	34		29	
Angus	37 18	26 11		26	
Angus	7		Crosshill	30	
Arkona	35		Cumberland	29	
Ashton	13		Dalkeith	11	10
Aultsville	37	16	Dashwood	15 58	13.7"
Avonmore	66			46	OF.
Ayr		28	Delta	9	8
Bailieboro				14	5
Bancroft				28	
Barriefield			Dorchester Station	67	
Bath				61	35
Dattersea	20	1 11	,		

ENTRANCE EXAMINATION, JUNE 1909.—Continued.

	Examined.	-:		ned.	
Other Places.—Continued.	amî	Passed	Other Places.—Continued.	Examined	Passed.
	Ex	Pa		Exc	Pas
Dragdon			Trib to it		
Dresden	50 38			31	26
Dryden	12		Kirkfield	44	26
Dundalk	52		Lakefield	$\begin{array}{c} 15 \\ 66 \end{array}$	6 39
Dungannon	34		Lanark	98	49
Durham	71	39	Lancaster	34	21
Eastview	24		B Laurel	12	10
Easton's Corners	11			21	9
Eganville	97		Little Current	21	5
Elmira	39			$\begin{array}{c} 15 \\ 24 \end{array}$	13 9
Elmvale	56		Lucknow	42	26
Embro	47	20	Macdonald Consolidated	23	19
Emo	14		Magnetewan	21	3
Englehart	5		Manitowaning	23	4
Ennismore	24	15		18	5
Exeter	48 56			11	7
Fenelon Falls	45		Marmora	54 30	26 9
Fenwick	49		Marshville	46	16
F'eversham	31	1	Marsville	16	10
Finch	56	24	Massey	20	7
Fingal	64	38		31	8
Florence	37	22		46	25
Fordwich	$\begin{array}{c} 31 \\ 16 \end{array}$	16		11	8
Fort Frances	15	11	Merrickville	$\begin{array}{c} 42 \\ 22 \end{array}$	16 15
Fournier	$\frac{1}{28}$	10		59	42
Galetta	26	10	Metcalfe	47	10
Gien Allan	10	(Mildmay	30	18
Gore Bay	41	(40	17
Grand Valley	49	32	Milton	75	45
Hall's Bridge	22 5	12		51 13	41 10
Hanover	30	18	Moorefield	25	21
Harrow	28	18	Moose Creek	29	11
Harrowsmith	35	16	Morewood	23	12
Hastings	17	15	Mount Albert	22	17
Havelock Hawkstone	30	8		15	6
Hensall	32 37	$\frac{15}{29}$		22 12	17
Hepworth	32	6		28	6 7
Highgate	39	23	Mountain Grove	16	8
Hillsdale	26	10	Neustadt	9	5
Horning's Mills	21	14	Newboro	47	22
Huntsville Irish Creek	49	26	New Hamburg	42	25
Innerkip	$\frac{24}{10}$	11 5	New Liskeard	33	18
Janetville	15	11	North Augusta	10	3
Jarvis	35	27	North Gower	15	6
Jockvale	8	4	North Lancaster	22	11
Kars	- 10	2	Norwich	42	29
Keene	34	23	Oakwood	17	5
Keewatin Keswick	16	10	Oil Springs	50	26
Kilmaurs	5 13	$\begin{array}{c} {}_{\downarrow} 5 \\ {}_{\downarrow} 6 \end{array}$	Orono Osgoode Station	34	26
Kimberley	16	17	Otterville	20	$\frac{4}{10}$
King	23	15	Paisley	60	26
Kingsville	34	2 4	Pakenham	31	30
Kinmount	21	10	Palmerston	33	29

ENTRANCE EXAMINATION, JUNE 1909.—Concluded.

		. 1			
Other Places.—Continued.	Examined.	Passed.	Other Places,—Concluded.	Examined.	Passed.
	70	F0.	/Db - 15 1	0.0	
Parry Sound	73 15	52 5	Thedford	20 28	10 11
Plattsville	33	18	Thornbury	51	20
Port Colborne	34	21	Thorndale	48	30
Port Stanley	34	20	Tilbury	43:	28
Powassan	38	18	Tiverton	26	16
Princeton	17 14	8 8	Toronto (De La Salle Inst.).	250 43	180 15
Queensville	12	11	Tweed	86	45
Ramsayville	21	8	Uptergrove	43	22
Randwick	12	7	Varna	12	8
Richard's Landing	9	3	Vernon	7	0
Richmond	33	9	Victoria Harbour	20	4 2
Ridgeway	35 23	14 14	Wallaceburg	77	51
Ripley	42	28	Warkworth	24	16
Rockwood	38	29	Waubaushene	12	10
Rodney	37	18	Webbwood	20	6
Rosemont	13	6	Wellandport	12 37	6 16
Roseneath	12	5	Wellington	10	4
Russell	31 12	17	West Lorne	30	$1\overline{7}$
St. George	22	18	Westport	41	23
Sandwich	67	38	Wheatley	24	12
Schomberg	28	15	Whitevale	18	11
. Schreiber	17	11	Wilkesport	20 61	7 23
Selkirk	34 29	20 17	Winchester	22	8
Sharbot Lake	52	38	Wolfe Island	47	27
Shelburne	. 11	9	Woodbridge	18	11
Southampton	21	18	Woodville	46	7 13
South Indian	24	10	Wooler	19 18	16
South Mountain	28	8	Wroxeter	42	18
South River	32 22	5 17	York S. S. No. 13	9	8
Sparta	38	18	Zephyr	11	9
Springfield	18			18	13
Stayner	53		matole .	0 120	4,997
Steelton	28		Totals	3,120	1,001
Stittsville	19		SUMMARY.		
Stoney Creek	9.4				w 100
Stouffville	0.5	17	Collegiate Institutes	7,694	5,422
Stroud				7,064	4,571
Sturgeon Falls	41			9,120	1,000
Sutton				*23.878	14,790
Tamworth					
Tara Tavistock	26			23,218	15,291
Teeswater	4.0				
Thamesford	17	9		000	501
Thamesville	. 72				
The Brook		2			and a second

APPENDIX D.-RURAL SCHOOL LIBRARIES, 1908-9.

Legislative aid was granted to the amount of 40 per cent. of the value of all library books approved by the Inspector and purchased between 1st October, 1908, and 1st October, 1909, provided no school received more than \$10.00 and no purchase was less than \$10.00.

provided no school received more t			ise was less t		
Inspectorate.	Number of schools purchasing books to the amount of \$10.00 during the year.	Total amount expended in such schools during the year for books recommended.	Total Government grant.	Number of rural public school libraries in inspectorate.	Number of libraries established during year.
Algoma Brant Bruce, East Bruce, West Carleton Dufferin Dundas. Durham Elgin Essex, North Essex, South Frontenac Glengarry Grey, East Grey, West Grey, South Haliburton, etc. Haldimand Halton Hastings, North Hastings, North Huron, East Huron, West Kent, East Kent, West Lambton, East Lambton, East Lambton, East Lanark Leeds and Grenville, No. 1 Leeds and Grenville, No. 2 Leeds and Grenville, No. 3 Lennox and Addington Lincoln Manitoulin	12 16 3 39 5 11 27 21 36 5 30 22 4 8 17 40 9 28 6 39 16 15 25 15 15 25 15 16 16 17 27 21 21 21 21 21 21 22 22 23 24 25 25 25 25 25 25 25 25 25 25	\$ c. 187 19 264 81 84 60 658 05 79 17 188 29 413 21 241 00 411 50 70 90 418 88 277 00 60 00 127 85 206 07 584 35 160 38 366 06 84 00 623 74 244 07 239 62 453 00 276 75 60 75 117 36 244 90 338 20 10 00 454 04 209 44 26 00 281 21	\$ c. 72 38 95 59 26 80 246 31 31 66 71 31 161 19 96 40 164 58 28 36 154 61 110 80 24 00 51 14 82 42 222 17 61 08 146 38 30 80 241 56 97 55 90 88 181 20 94 79 24 30 46 92 97 95 128 16 4 00 181 61 79 14 10 40 111 13	21 61 20 60 67 38 75 86 102 27 78 119 28 35 60 87 79 65 35 104 38 38 101 43 72 64 62 56 80 75 69 69 65	10
Middlesex, East Middlesex, West Muskoka, N.W. Muskoka, S.E. Nipissing Norfolk Northumberland Ontario, South Ontario, South Oxford Parry Sound, West	24 13 11 6 12 23 16 9 10 3 12	366 13 155 48 155 69 65 30 175 57 337 93 268 32 137 85 182 00 76 28 202 93	145 47 62 18 62 27 26 12 68 51 133 01 104 36 55 14 66 80 27 32 68 80	87 55 55 17 13 95 44 50 58 62 51	17 16 6 11 10 9 5
Peel Perth Peterborough Prescott and Russell Prince Edward Renfrew, North	23 24 2 3 3	334 11 339 70 20 00 35 00 84 10	127 11 135 88 8 00 14 00 33 64	66 98 99 49 66 23	2 4

RURAL SCHOOL LIBRARIES, 1908-9.—Concluded.

Inspectorate.	Number of schools purchasing books to the amount of \$10.00 during the year.	Total amount expended in such schools during the year for books recommended.	Total Government grant.	Number of rural public school libraries in in- spectorate.	Number of libraries established during year.
Renfrew, South Simcoe, North Simcoe, East Simcoe, South-West Stormont Thunder Bay and Rainy River	9 19 10 8 1 6	\$ c. 189 88 357 82 213 85 185 50 16 00 82 50	\$ e. 69 74 143 12 68 74 69 80 6 40 33 00	21 46 45 39 21 36 11	6 13 2 8
Victoria, East Victoria, West Waterloo, No. 1. Waterloo, No. 2 Welland Wellington, North Wellington, South Wentworth York, North York, South.	14 7 11 11 5 23 54 8 14	212 64 81 57 221 11 154 20 69 58 384 18 1,270 63 113 00 264 86	85 00 32 61 81 19 61 67 27 82 150 89 436 55 45 20 101 91	61 23 25 21 27 44 71 60 43	1 5 4 8 7
R. C. Separate Schools— Inspector Chenay Inspector O'Brien Inspector Power Inspector Sullivan	3 12 6 3	40 16 230 40 104 36 42 50	16 06 88 16 32 99 17 00	18 20 13 25	2 11 3
Totals, 1908-9 Totals, 1907-8.	1,002 1,096	15,633 52 18,298 51	5,974 03 5,912 99	3,735 3,352	346 490
Increase	94	2,664 99	61 04	383	144

APPENDIX E.—FREE TEXT BOOKS IN RURAL SCHOOLS, 1909.

Inspectorate.	Number of schools.	Tot amorexper for t	unt ided ext	Tot amour Legis tive	nt of la-
Haliburton, East Parry Sound, etc		37	c. 88 20	18	e. 94 60
Totals, 1909		43	08	21	54 74
Increases	9 Schools	35	60	. 17	80

APPENDIX F.-

Inspectorate.		Name of School.	Post Office.
**************************************			1 050 011000
			-
		Massey	Massey
Brant	3	8 Burford	Burford
	4 5 1	3 Greenock	Chepstow.
	6 1	13 Huron	Verdun White Church
	7 8 2	1 Mountain	South Mountain Mountain
	9	2 Winchester	Cass Bridge
	10	4 Winchester	Ormond
		2 Clarke	Orono
	13 + 1	8 Darlington	Tyrone Solina
- TC1:-			
1	16 1	Port Stanley	Port Stanley
		13 Dunwich	Wallacetown
- 1	19 20	7 Yarmouth	Sparta
2	21	2 Aldborough	Aldborough
	22 23	3 Aldborough	Eagle
	24 1 25	5 Aldborough	Rodney
2	26	7 Malahide	Calton
		3 Malahide	Aylmer
		6 Malahide	Glen Colin
3	31	6 Southwold	Talbotville
	32 33	7 Southwold	Talbotville
		0 Southwold	Shedden Fingal
3	$36 \mid 2$	20 Southwold	Lawrence Station
	37 38	8 Yarmouth	Union
3	39 1	3 Yarmouth	Sparta
	10 2	22 Yarmouth	Mapleton
Essex, South 4		Kingsville	Kingsville
		3 Euphrasia	KimberleyMarkdale
		7 Osprey	Feversham
	15	1 Walpole	Nanticoke
_	l6 l7	3 Walpole	SelkirkDe Cewsville
Haliburton and East Parry Sound. 4	18 8	South River	South River
4:	19	6 S. Himsworth	Trout Creek
	50 F	Kearney	Kearney
NOTE.—Fifth Clas	sses v	which had one teacher who d	devoted his whole time to

FIFTH CLASSES, 1908-9.

Teachers.			Pur	oils.	Gra	de of F Class.	ifth.	
Name of Principal and Degree.	Professional Certificate.	Annual Salary, 1909.	No. of Pupils.	Average Daily Attendance.	A	В	C	Government Grant.
1 K. A. A. McConnell	II	\$ 900 700	10 4	9 2	1 1			\$ c. 353 44 233 52
3 David A. Hoggarth	II	650	19	14	1			92 64
4 Frank J. Phelan	III III 1	400 470 500	3 5 5	2 2 4			1 1 1	15 59 20 42 25 97
7 W. B. Poaps	II II II	530 500 500 475	5 7 3 5	3 5 2 2	* * * * * * * * * * * * * * * * * * * *	1 1 1	1	28 90 30 95 18 75 30 35
11 H. J. Hoidge	II II II	600 500 400 500	7 5 4 5	5 4 3 2	1	1 1	1	61 60 40 30 34 60 33 00
15 R. A. Catherwood 16 Jean Anderson 17 Maribel McKillop 18 Robt. Border 19 Robt. Henderson 20 Florence Buchan. 21 Mabel Ferguson 22 Mary Schnekenberger 23 Effie V. Graham 24 Angus Campbell 25 Mary J. Duncanson 26 Emma F. Firby 27 Maude Phelps 28 Edith Meikle 29 H. M. Ford 30 Libbie McLennan 31 Laura Graham 32 Annie Gunning 33 Ethel Davis 34 Malcolm Campbell 35 J. C. McLennan 36 Adela Gilker 37 Jas. A. Campbell 38 Anna Howard 39 Annie McIntosh 40 Claire Saywell	II	700 500 550 500 525 500 425 500 475 450 500 475 450 500 525 450 500 525 450 500 500 525 500 500	8 11 4 3 16 4 3 5 6 3 5 3 3 4 3 3 9 5 6 6 1 1 8 8 3 8 3 8 3 8 3 8 3 8 8 3 8 3 8 3	3 6 2 2 2 10 2 2 3 3 3 2 2 2 2 2 2 2 2 2 2 2 2 2 2	1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		97 99 31 32 34 24 37 10 57 83 22 42 23 60 27 17 26 27 24 47 26 93 25 14 22 51 28 66 27 59 22 77 27 24 27 49 22 77 27 24 31 53 21 65 30 27 31 51 27 76 27 93
41 W. J. Elliott	į I	900	8	5	1			192 61
42 Miss C. Meiklejohn	II	625 415 500	9 3 4	5 2 2	1	1	1 1	58 28 18 11 18 75 27 90
45 Edna Stewart	II II	500 800 600	5 9 3	4 2		1	1	124 18 23 75
48 Wm. Burkholder	II II II	650 425 550	$ \begin{array}{c} 10 \\ 6 \\ 11 \end{array} $	6 4 6	1	1 1		212 60 58 10 115 00

the Class, are entered in the Continuation School Appendix.

FIFTH

Inspectorate.		Name of School.	Post Office.
	51 52 53	Mattawa	Mattawa Minden. Callender.
Halton	54	1 Nassagaweya	Campbellville
Hastings, North	55	1 Elzevir	Actinolite
	56 57 58 59 60 61 62 63 64 65	7 Sidney 11 Sidney 20 Sidney 3 Thurlow 6 Thurlow 12 and 14 Thurlow *19 Thurlow *22 Tyendinaga 18 Hungerford	Belleville. Frankford Chatterton Belleville. Corbyville Foxboro Foxboro Roslin Halston Marlbank
	66 67 68 69 70 71 72	Wroxeter 11 Grey 17 Howick 2 Grey 7 McKillop 2 Tuckersmith 3 Hullett	Wroxeter
	73 74 75 76 77 78 79 80 81 82 83 84 85 86	Hensall 7 Hay 16 Stephen 8 Ashfield 3 Ashfield 13 Ashfield 15 Ashfield 1 Colborne 1 Stanley 5 Stanley 9 Stanley 14 Stanley 3 W. Wawanosh 4 W. Wawanosh	Hensall Zurich Dashwood Dungannon Kintail Belfast Lochalsh Carlow Clinton Varna Blake Kippen St. Helen's
	87 88 89 90 91 92 93 94 95 96 97 98	4 Camden 12 Camden 2 Harwich 2 Harwich 4 Harwich 10 Harwich 11 Harwich 12 Harwich 13 Harwich 8 Howard 13 Howard 2 Orford 3 and 4 Orford	Wabash Thamesville Kent Centre Charing Cross Blenheim Northwood Guilds New Scotland Rond Eau Ridgetown Thamesville

^{*}A Fifth Class from January, 1909.

CLASSES, 1908-9.—Continued.

CDASSES, 1900-3.—Continued.					- Louis - Amazon			
Teachers.			Pupils. Grade of Fift Class.			'ifth		
Name of Principal and Degree.	Professional Certificate.	Annual Salary, 1909.	No. of Pupils.	Average Daily Attendance.	A	В	С	Grant.
51 Andrew Borrowman	III II - II	\$ •650 600 550	6 6 8	3 5 4		1 1 1		\$ 6 152 00 36 69 67 92
54 Samantha Chapman	II	600	8	6			1	34 50
55 Mrs. M. B. Alexander	. II	475	6	4			1	18 75
56 A. E. Thrasher 57 John M. Bell. 58 Miss L. I. Nicol 59 Myrtle C. Melburn 60 E. Louise Rush 61 Lester Ross 62 Ethel M. Adams 63 Jennie R. Masson 64 E. B. Lott 65 Adelaide McGinness		525 760 475 400 575 500 500 475 500	3 12 5 3 6 8 4 4 6	2 6 2 2 2 4 4 3 2 2	1	1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	21 25 109 63 18 10 15 00 23 10 25 00 20 00 9 05 8 05 25 00
66 W. E. Vanvelsor 67 A. H. Macdonald 68 I. Leggett 69 Rebecca McNair 70 C. White 71 Thos. N. Forsyth 72 Mrs. A. R. Farnham	II II II II II II	600 515 500 475 500 500 425	11 9 7 5 3 4 3	6 4 4 2 2 2 2 2 2		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1	61 75 25 35 26 75 18 10 20 00 29 00 16 25
73 Wm. McKay 74 Alex. McLeod 75 Geo. W. Shore 76 Harry R. Long 77 Margaret G. Clark 78 Lieuetta Cunningham 79 Flora McLeod 80 Claire M. Augustine 81 George Baird 82 Jas. Delgaty 83 Geo. S. Howard 84 Wm. H. Johnston 85 Wm. C. McGregor 86 Beatrice Anderson		650 550 600 550 450 450 500 450 500 450 575 575 500 500	12 6 10 16 9 4 7 4 5 5 4 5 4 5	7 3 9 11 4 3 5 2 3 3 5 2 3	1 1 1	1	1 1 1 1 1 1 1	105 00 59 00 63 90 36 15 29 90 28 65 30 10 27 40 30 20 19 00 26 25 39 45 31 50 27 00
87 Sara E. Armstrong. 88 Lila Gregory. 89 Kate McKinlay 90 Holly Martin. 91 Maud Read 92 Belle Richardson. 93 E. Scott Stephenson 94 Frances Smith 95 Lizzie Noack. 96 Mamie C. Campbell. 97 James R. Newkirk 98 Jas. C. Black. 99 John G. Boland		500 550 500 525 500 500 700 540 550 600 650 500	3 2 8 4 4 6 13 5 3 3 9 5 5	2 2 2 5 5 2 3 5 5 8 4 4 3 2 2 3 5 5 4				22 35 22 40 24 80 26 95 22 45 29 75 54 00 28 30 28 95 25 50 31 60 48 50 32 80

FIFTH

Inspectorate.		Name of School.	Post Office.
Kent, East.—Continued	100 101 102	5 Orford	Duart Thamesville Thamesville
Kent, West	103 104 105 106 107 108 109 110	1 Chatham 2 Chatham 9 Chatham 12 Chatham 3 Raleigh U. 5 Raleigh 7 Raleigh 4 Romney 2 Romney	Chatham Chatham Tupperville Tupperville Chatham Merlin Buxton Wheatley Romney
Lambton, East	112	Arkona	Arkona
Lanark	113 114 115 116	12 Bathurst	Fallbrook Balderson Appleton Middleville
Leeds and Grenville No. I	117 118 119 120	Newboro	Newboro'. Crosby Delta. Lombardy
Leeds and Grenville No. 3	121	Cardinal	Cardinal
Lincoln	122 123	11 Gainsborough	Wellandport Jordan Harbour
Middlesex, East	124 125 126 127 128 129 130 131 132 133 134	5 Biddulph. 2 Delaware. 4 Delaware. 5 Delaware. 3 Dorchester N. 4 Dorchester N. 14 and 9 Dorchester N. 17 Dorchester N. 6 London 18 London 8 Nissouri W. 10 Westminster	Granton Delaware Howlett Delaware Thamesford Dorchester Station Avon Gladstone Bryanston Ballymote Thorndale Hubrey
Middlesex, West	136 137 138 139 140 141 142 143 144	U. 1 and 2 Adelaide and W. Williams. U. 1 Caradoc and Lobo 8 Caradoc 14 Caradoc U. 8 Exfrid 10 Lobo 12 West Williams 2 Caradoc	Mt. Brydges Keyser Komoka Strathroy Burwell Road Alliance Poplar Hill Sable Christina
Muskoka	145 146	2 Stephenson	Utterson Port Sydney

CLASSES, 1908-9.—Continued.

Teachers.			Pu	pils.	Gra	de of F Class.	ifth i	
Name of Principal and Degree.	Professional Certificate.	Annual Salary, 1909.	No. of Pupils.	Average Daily Attendance.	A	В	[C	Government Grant.
100 Stanley Driver	III	\$ 400 450 400	2 3 4	2 2 3			1 1 1	\$ c. 22 50 24 20 23 30
103 Mattie McCaughrin 104 Gene Shaw 105 Lloyd Banslaugh. 106 Arch, Stalker 107 Jean McCaughrin. 108 Margaret Halliday 109 Gertrude Robertson 110 W. C. Dainty. 111 Lucy Reek.		500 500 500 600 525 450 450 600 450	3 4 11 5 3 9 8 9 3	3 6 2 2 7 5 4 2	1	1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	26 32 23 03 30 01 29 49 23 50 28 62 22 66 68 13 19 05
112 Benj. Parker	II	550	14	12	1			81 34
113 Mrs. M. Foley 114 Miss A. McGarry 115 Miss I. Paul 116 M. Berry	II II II	450 450 450 450	7 3 3 4	5 2 2 2		1	1 1 1	26 70 17 50 24 80 19 60
117 Jean L. Johnston 118 B. F. Bolton 119 Robt. Hanna 120 M. Popplewell	II II II	400 450 575 400	5 3 4 2	3 3 2 2	1	1	1	30 00 29 25 30 60 20 00
121 Geo. E. Scott,	II	800	12	11	1			154 06
122 Frank Mittlefehldt	II	600 600	10 10	9 5	1			27 51 57 33
124 Lillian Langford 125 J. E. Day 126 G. C. Gleddon 127 Annie Ronald 128 Bessie Hazen 129 George Garrett 130 J. W. Hogarth 131 Marion MacKenzie 132 Ila Quigley 133 Margaret McGugan 134 Florence Kennedy 135 Cornelia Thomson		425 500 475 500 375 600 500 500 500 500 500 525	55 33 30 53 44 54	3 4 2 2 2 8 2 3 3 3 2 2 2		1 1	1 1 1 1 1 1 1 1 1 1	17 29 27 50 20 68 20 00 13 10 29 22 30 13 21 02 22 08 19 35 23 75 23 38
136 Sara Brodie	II	475	7	4		1		24 63
137 Isabella J. Wyatt , 138 Florence B. McLeod 139 A. L. McDougall 140 Mary E. Thirlwall 141 Sadie J. Lethbridge 142 C. E. Johnson 143 Geo. Cowie 144 Sara McCracken	II. II II II II II	500 475 550 500 425 550 450 450	4 4 7 3 4 3 6	3 3 4 2 2 2 2 2 4			1 1 1 1 1 1 1 1 1 1	20 00 19 30 23 43 22 50 22 52 23 24 17 50 17 63
145 Annie Nicholson	Dist.	470 400	7 7	4 4			1 1	48 88 28 70

FIFTH

Nipissing	Inspectorate.		Name of School.	Post Office.
Norfolk	Nipissing.	147	Hailevhurv	Hailarhurr
150				
Oxford 153 11 Blenheim Drumbo 154 5 Dereham Mt. Elgin 155 12 Dereham Brownsville 156 U. 5 & I. E. Nissouri Thamesford 157 U. 3 N. Norwich Burgessville 158 10 E. Zorra Innexkip 159 Embro Embro Parry Sound, West 160 U. 1 Chapman Magnetawan 161 Sundridge Loring 162 U. 1 Wilson Loring Peel 163 8 Caledon Caledon Alton Alton Alton Perth 165 Milverton Milverton 166 10 Blanshard Berryland Wildrow Wildwood Avonton 167 2 N. Easthope Shakespeare 170 2 N. Easthope Shakespeare 171 4 Elma Atwood 173 3 Fullarton Fullarton 174 3 Mornington Millbank Peterborough <th></th> <td>150</td> <td>1 Mara</td> <td>Gamebridge</td>		150	1 Mara	Gamebridge
154 5 Dereham	Ontario. South	152	4 West Pickering	Pickering
Parry Sound, West.		154 155 156 157 158	5 Dereham 12 Dereham U. 5 & 1 E. Nissouri U. 3 N. Norwich 10 E. Zorra	Mt. Elgin Brownsville Thamesford Burgessville Innerkip
Perth		161	Sundridge	Magnetawan
166 10 Blanshard Berryland 167 U. 15 Blanshard Wildwood 168 6 Downie Avonton Avonton 169 7 Downie Avonton 170 2 N. Easthope Shakespeare 171 4 Elma Atwood 172 10 Elma Atwood 173 3 Fullarton Fullarton Millbank Peterborough 175 3 Otonabee Indian River 176 4 Otonabee Lang 177 5 Otonabee Lang 178 7 Otonabee Lang Keene 178 7 Otonabee Keene 178 7 Otonabee Lang Keene 180 5 Cumberland Edward 181 Bloomfield Bloomfield 182 *Wellington Wellington 183 11 Ameliasburgh Mountain View Renfrew, North 184 2 Westmeath Beachburg Forester's Falls Simcoe, East 187 12 Tay Waubaushene			8 Caledon	
Peterborough 175 3 Otonabee Indian River 176 4 Otonabee Keene 177 5 Otonabee Lang 178 7 Otonabee Keene Prescott and Russell 179 10 & 3 N. & S. Plantagenet Pendleton 180 5 Cumberland Cumberland Prince Edward 181 Bloomfield Bloomfield 182 *Wellington Wellington 183 11 Ameliasburgh Mountain View Renfrew, North 184 2 Westmeath Beachburg 186 Ross Forester's Falls Simcoe, East 187 12 Tay Waubaushene		166 167 168 169 170 171 172 173	10 Blanshard U. 15 Blanshard 6 Downie 7 Downie 2 N. Easthope 4 Elma 10 Elma 3 Fullarton	Berryland Wildwood Avonton Avonton Shakespeare Atwood Atwood Fullarton
180 5 Cumberland Cumberland		176 177	3 Otonabee	Indian River Keene
Prince Edward 181 Bloomfield. Bloomfield. 182 *Wellington Wellington 183 11 Ameliasburgh Mountain View. Renfrew, North 184 2 Westmeath Westmeath 185 7 Westmeath Beachburg. 186 6 Ross Forester's Falls. Simcoe, East 187 12 Tay Waubaushene			10 & 3 N. & S. Plantagenet 5 Cumberland .	Pendleton
185 7 Westmeath Beachburg 186 6 Ross Forester's Falls Simcoe, East 187 12 Tay Waubaushene		182	Bloomfield*Wellington	Bloomfield
and the contract of the contra		185	7 Westmeath	Beachburg
* Half year only.		187 188	12 Tay 13 Oro	Waubaushene

CLASSES, 1908-9.—Continued.

Teachers.			Pupils.		Grade of Fifth Class.			
Name of Principal and Degree.	Professional Certificate.	Annual Salary, 1909.	No. of Pupils.	Average Daily Attendance.	A	В	С	Government Grant.
147 G. A. Clarke	I	\$ 1,000	6	5		1		\$ c. 250 00
148 J. F. Baugh	II	700	22	15			1	107 02
149 Polina M. White 150 Henrietta White 151 Jennie McDowell	III	500 400 450	9 6 3	4 3 2		1	1 1	35 98 15 00 21 32
152 Alf. S. Green	II	675	6	4	1			74 32
153 Andrew S. Morton 154 Mary Morrison. 155 H. C. Branian. 156 John A. MacDonald. 157 P. H. Hendershot. 158 D. R. Young. 159 H. E. Fair.		600 575 650 750 600 635 700	19 15 11 9 8 17 20	14 8 7 8 6 13 16	1 1 1 1 1 1			70 32 58 87 60 23 107 11 45 72 81 98 118 81
160 Thos. Keenan 161 Margaret Gardiner 162 John Buchanan	I II II	525 500 600	9 4 5	6 3 3		1 1	1	58 52 96 42 61 58
163 Lissa Clark	II	525 600	9 14	3 9			1 1	20 60 51 73
165 Wm. H. Sharpe 166 Edith A. Oliver 167 Nellie J. Soul 168 Amy E. McKowan 169 Annie E. Coulthard 170 Alice L. Davies 171 Jean S. Austin 172 Thos. G. Ratcliffe 173 H. B. McClellan 174 George A. Smith		600 525 500 500 500 500 465 550 650 625	11 3 6 4 4 3 9 8 6	9 2 2 3 2 4 3 4	1		and put put put put out of met	107 96 21 92 19 25 22 48 21 90 19 25 18 25 31 40 33 71 29 35
175 Louisa Waterman	II II II	450 600 500 500	3 8 4 3	2 5 3 2		1	1 1 1	16 85 38 75 21 75 22 36
179 Alice Cassidy	II	400 400	4 6	2 3		1 1		29 19 33 95
181 Blake E. Fry 182 Chas. J. Tulley 183 Jas. M. Roote	III	650 650 675	13 10 7	5 5 6	1	1		101 61 49 20 58 40
184 Elmer Ward 185 Jas. W. S. Wilson 186 Catherine Donnelly		610 525 500	11 10 3	7 8 2	1	1 1		63 33 39 45 34 48
187 Milton F. Ames	II	700 525	6 6	3 6		1 1		68 50 39 85

FIFTH

Inspectorate.	:	Name of School.	Post Office.
19	89 90 91	14 Nottawasaga	Avening
19 19 19 19	92 93 94 95 96 97	5 Tossorontio 4 Adjala 3 Sunnidale 10 Essa 10 W. Gwillimbury 9 Adjala	Lisle Loretto Brentwood Angus Newton Robinson Ennis
19	98 99 200	5 Lash Rainy River 1 Schreiber	Emo Rainy River Schreiber
	01	U. 1 Bexley	Coboconk
Welland 20	03	9 Pelham	Fenwick
20	04 05 06 07	Clifford. 2 Peel. 16 Peel. 15 Peel.	Clifford., Glen Allan Stirton Stirton
20 21 21 22 21 21 21 21 21 21	08 09 10 11 12 13 14 15 16 17 18	2 Eramosa 3 Eramosa 5 Eramosa 9 Eramosa 9 Erin 5 Erin 9 Erin 8 Puslinch 9 Puslinch 6 W. Garafraxa 7 W. Garafraxa	Eramosa Barrie Hill Shiloh Rockwood Binkham Coningsby Mimosa Morriston Morriston Belwood Belwood
22 	20 21 22 23 24 25	11 Ancaster	Carluke Hamilton Troy Sheffield. Millgrove Winona Stoney Creek Strabane
York, North	28 29 30 31 32 33 34	2 King 6 Vaughan 17 Vaughan 19 King 15 King 23 King 11 King 4 King 12 Whitchurch	King Maple Kleinburg Nobleton Lloydtown King Kettleby Strange Bethesda

CLASSES, 1908-9.—Continued.

						1 0 7		
Teachers.			Pupils.		Grade of Fifth Class.			
Name of Principal and Degree.	Professional Certificate.	Annual Salary, 1909.	No. of Pupils.	Average Daily Attendance.	A	В	C	Government Grant.
189 Geo. Sutherland 190 J. H. Hall 191 Agnes L. Richardson	III	\$ 525 500 450	4 5 4	2 4 3			1 1 1	\$ c. 33 49 18 75 17 50
192 George Wilson 193 Frances T. Ronan 194 Wm. S. Walkam 195 J. H. Burkholder 196 Walter Steele 197 Annie O'Leary	II II III III	630 450 630 575 600 400	12 12 6 9 5 3	8 6 5 6 3 2	1	1	1 1 1	39 00 20 35 37 80 52 70 40 00 15 50
198 W. J. Armour. 199 J. W. Melvin, B.A. 200 Geo. Evans.	Temp.	700 1,000 800	13 8 8	4 4 7	i	1 1	3 9 9 9 9 9	136 66 281 18 225 54
201 T. C. Birchard	II	550 600	6 11 .	4 6		1 1		42 26 45 00
203 Edgar W. Farr	II	600	6	5		1	·····	42 65
204 Donald Mackenzie 205 Annie Augustine 206 Wm. E. Harrison 207 Eva Aylesworth	III	685 575 472 450	6 10 5 5	4 · 6 2 2	1	1	1 1	113 09 43 03 31 56 23 87
208 Jas. S. Wilson - 209 Margaret Card. 210 Margaret M. Doherty 211 A. E. Smith 212 Isabel Gillespie 213 Sarah E. Thomson 214 Ada M. Welton 215 W. T. Hodges 216 Thos. Packer 217 John Knox. 218 W. L. Elvidge	III III III III III III III III III II	575 500 512 600 450 500 500 550 600 560 700	8 3 6 7 4 6 3 8 8 7 11	6 2 3 4 3 2 2 4 4 3 8			1 1 1 1 1 1 1	28 91 20 00 30 51 34 52 24 00 32 83 23 37 37 35 22 50 29 46 75 74
219 G. W. Clark 220 Edith Dunlop 221 John Kay 222 W. B. Johnston 223 J. E. Stewart 224 John Hicks 225 Ethel B. Walker 226 Edgar Adams.		575 450 550 600 700 600 550 550	13 5 6 5 4 9 15 5	9 4 3 2 2 5 9 3	1	1 1 1	1	65 93 41 83 53 18 30 18 73 91 30 84 53 84 26 16
227 Grover S. Lloyd 228 Jno. G. McDonald. 229 David W. Evans 230 Louis W. Moffit 231 Alex. Firth 232 Walter Rolling 233 Jas. T. Jenkins. 234 Minnie T. Chambers 235 Isaac Pike.	III III III III	550 625 600 525 600 525 575 400 575	7 6 5 6 5 3 3 5 4	4 4 3 5 3 2 2 2 2 2		1	1 1 1	51 25 54 28 48 00 47 69 27 50 25 56 25 85 19 74 23 75

FIFTH

Inspectorate.	Name of School.	Post Office.
R. C. Separate Schools	Chesterville Tweed Tilbury 2 Ashfield Wallaceburg 6 Stephen 5 Raleigh *7 Bromley Mattawa 5 Clarence 6 Russell	Chesterville Tweed Tilbury Kingsbridge Wallaceburg Mt. Carmet Doyles Douglas Mattawa Clarence Creek Embrun
Totals		

^{*} A Fifth Class from January, 1909.

CLASSES, 1908-9.—Concluded.

Teachers.			Pupils.		Grade of Fifth Class.			
Name of Principal and Degree.	Professional Certificate.	Annual Salary, 1909.	No. of Pupils.	Average Daily Attendance.	A	В	C	Government Grant.
236 Sr. M. F. Xavier 237 Mary McDonald. 238 Mother Catherine 239 Alice O'Leary 240 Mother M. Genevieve 241 Llyssa Lewis 242 Kate R. Fox 243 John Q. Coughlin 244 Miss E. M. Macdonald 245 Albertine Boileau 246 Pauline Charlebois	II II II Perm. II	\$ 500 425 300 475 400 450 400 500 750 500 350	6 7 13 9 8 3 2 8 12 10 18	5 5 9 5 7 2 2 5 7 6 10	1 1 1 1 1 1 1 1 1 43	1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	\$ c. 57 45 20 71 43 70 55 24 47 24 39 81 31 78 14 14 297 12 47 98 42 21 \$\frac{1}{2}\$\frac{1}{2}\$\$\frac{1}{2}\$\$\frac{1}{2}\$\$\frac{1}{2}\$\$\frac{1}{2}\$\frac{1}{2}\$\$\frac{1}{2}\$\$\frac{1}{2}\$\$\frac{1}{2}\$\$\frac{1}{2}\$\$

[†] Average salary. ‡ In addition there was paid on equipment, etc., the sum of \$144.70 to schools that could not qualify as Fifth Classes for 1908-1909.



APPENDIX G. — THIRTY-EIGHTH ANNUAL REPORT OF THE ONTARIO INSTITUTION FOR THE EDUCATION OF THE BLIND, BRANTFORD, BEING FOR THE YEAR ENDED 30TH SEPTEMBER, 1909.

HON. R. A. PYNE, M.D., LL.D., Minister of Education:

SIR,—I have the honour to transmit herewith the Thirty-eighth Annual Report upon the Institution for the Education and Instruction of the Blind, Brantford, for the year ended 30th September, 1909.

I have the honour to be,

Sir,

Your obedient servant,

H. F. GARDINER,

Principal.

Brantford, October, 1909.

THE INSTITUTION FOR THE EDUCATION OF THE BLIND.

In presenting the thirty-eighth annual report of the Ontario Institution for the Blind, I have to report the same average attendance (116) for the session which ended in June, 1909, as was recorded for the preceding session, although the total registration of pupils increased from 123 to 124. Some of those registered did not come in until the session was far advanced, the idea prevailing that the first absence of a young child from its home should not last more than a few weeks or months. As a matter of fact, we have practically no trouble from the homesickness of children. They very soon make friends among the other pupils, and feel quite at home, though separated from their relatives. There is less irregularity in attendance than formerly, although some whose homes are within easy reach from Brantford generally lose a day or two after Thanksgiving, Christmas and Good Friday. This is much to be regretted, not only because the absentees lose instruction which they need, but also because the irregularity is damaging to the whole class. Teaching the blind, as they should be taught, is not an easy task, even when the teachers enjoy the best of health and are well equipped for their work. I am gratified, but not satisfied, with what has been accomplished during the school year. On the whole, the pupils have been in better physical condition than the teachers, and this ought to be just the other way, in order to attain the best results. Many of the little ones arrive at the school fully impressed with the idea of their own helplessness. They have been cared for at their homes in such a way as to convince them that it would be useless or foolish to try to do anything for themselves. Even when the parents try to do their duty intelligently, the injudicious conduct of others often does harm. The mother of one of our pupils, in acknowledging the receipt of the last annual report, writes: "I must tell you that I wish it could be sent not only to parents and guardians of blind children but to a great many homes. How thankful I would have been to have seen a book like that when I started out to try to train the wee, frail life committed to my care, and it would have been such a help. I see, in reading the

experience of one afflicted in this way, he says that the greatest difficulty he had was in the ignorance of the public regarding his competence to do as others do; and I must say that was the greatest trial I had in the care of my little bov. If people could only be taught not to express their sympathy in the presence of a child afflicted thus, and always talk and act as though it was quite natural for the blind to do as others do, how much easier it would be. I have had people say in the child's hearing: 'My, is not that sad? My, I could not stand to have him around; it would break my heart.' They say those things in a half whisper, as if he were deaf or could not understand what was said. And so it comes that after spending a long time teaching him something, and taking pains to inspire him with confidence in himself, one will see him running around playing with the rest of the children, as happy as they and with no thought of danger, and say: 'Oh, my, take care; you cannot see where you are going and you will get hurt,' when in reality he would have instinctively avoided the danger and gained confidence in himself at every step; and the result is that he sits down in a safe place and your labour is all in vain; you are longer than ever getting him to think that he can run around and do things as seeing children can. . . . I feel as if there are many people in this land who would be or might be profited by reading the reports from the O. I. B. I join with others in thinking yours a grand and noble work, and may God bless your efforts is my prayer, and I am sure He has and will, and as the success of your pupils is the best recompense they can give you, I hope my boy will not fail to do his best. I do hope he will grow up to be an honourable, useful man, in whatever capacity you think him best fitted for."

Many parents of blind children have not as clear and intelligent an idea of their duty and responsibility as has the correspondent from whose letter the foregoing sentences are extracted, hence the initial difficulty in getting the new pupil strengthened in body and inspired with self-confidence. Much of this difficulty is overcome by the encouragement and example of the other pupils, and that is one reason why a blind child gets along better in this school than in the very best home. He is taught by precept and example to help himself. And that is the great, essential life lesson. The report of a meeting in Toronto on September 3rd, 1909, addressed by Mr. P. E. Layton, of Montreal, says:

These proud blind people want to support themselves. They do not want to populate charitable institutions or become a burden upon the cold hospitality of relatives or friends. Twenty years ago Mr. Layton came to Canada as an expert piano tuner, and since his arrival he has devoted himself entirely to the piano industry. Since then he has built up a business worth \$150,000 and employs twenty people. Hearing of his success from afar off, these blind people said: "This is one of our kind and he is independent. We will have him come to us and show us the way."

In his speech Mr. Layton strongly emphasized the boon that occupation is to the blind, and stated that proper training makes those so afflicted self-supporting.

"Employment means health to the blind," said he, "for when working they forget their blindness. As with other people, the greatest joy they experience comes through achievement."

Turning to history. Mr. Layton reminded his hearers that the blind had contributed many valuable pages. He recalled Alfred Hollins, the great organist and composer; Senator Gore, politician: and Sir Henry Fawcett, who were all blind. Milton and Homer, too, were sightless in the physical sense, though in their cases the eye of the mind was clear and strong. Dr. Campbell of England, a blind

man, had been recently knighted for his efforts in connection with educating those similarly afflicted.

Mr. Layton then dwelt on the progress of the blind people of Montreal toward independence. Last December workshops were opened. As a result influential people of Montreal were becoming patrons of the society, and were subscribing funds for the erection of a suitable institution.

"The need of a similar movement in Toronto is very apparent," concluded the speaker, "and to accomplish this result all the blind of the city must work together."

Mrs. Layton, wife of the blind man, is secretary of the Montreal organization. After her husband had finished speaking she told of her visits to workshops in New York, Brooklyn, Columbus, Boston, and London. In concluding, she pointed out that articles made by blind people should be of superior nature, so that they would be bought for their quality, and not through pity for the producer.

The officers of the Associated Blind of Toronto and Ontario are: Miss Bertha Tennant, president; Mr. G. W. Sheppard, vice-president; Miss A. Rogers, secretary; Mr. Thos. Cookson, treasurer; Miss A. Stickley and Mr. G. B. Hilker, members of committee.

During the past year I was in frequent communication with members of the Montreal Association for the Blind, giving such help as I could to the enterprise in which Mr. and Mrs. Layton and their associates are engaged, and receiving in return not only their thanks but also some information which I hope will be valuable to the pupils and graduates of the O. I. B. In November last, Mr. Layton wrote:

"Many, many thanks for the parcel of literature relating to the work for the blind. I think it is exceedingly kind of you to send me so much valuable matter. Your report for 1907 is positively the finest work of its kind. It deals with nearly every phase of the work. It would have been impossible for me to have had anything more valuable to place in the hands of some of the rich people we intend to interview. I am so glad that you personally are considering the advisability of the Institution taking an interest in the pupil after he leaves. I know only too well that hundreds and thousands of blind people fail in life for want of a little advice, encouragement and financial aid. I received my education first at St. George Blind School, London, Eng., which is now located at Leatherhead, Kent. The average cost of educating a blind person would not be less than two thousand dollars, and yet this Institution did not set apart a dollar for looking after old pupils, hence I know for a fact that a large number of talented young men and women drifted into the gutter. If an Institution would only set apart at the rate of fifty dollars per head, this would defray all expenses in helping a large number of the blind in becoming self-supporting. Every Institution should have a Council specially to deal with this department and a large percentage of successful graduates should be members of the same, as they necessarily are best fitted to help and encourage their brothers and sisters. I rejoice that the Brantford School possesses such an enterprising Superintendent. I owe my success in life to the four years that I spent at the Royal Normal College. I am particularly thankful to you for sending the reports of the Associated Workers for the Blind Conference held in Boston in 1907; also for the back numbers of The Outlook. If you could possibly spare a few more copies of 1907 report they would be used to good advantage I assure you. We have so many people to interview and educate."

Acknowledging the receipt of some pictures of the O. I. B. and its work, intended to illustrate a lecture given by Mr. C. F. F. Campbell, of Cambridge, Mass., in Montreal, Mrs. Layton wrote:

"Your generous contribution of photographs to our lecture was much appreciated. We had lantern slides made of some of them, and when they were shown on the curtain they were loudly applauded by the audience, numbering over twelve hundred. The work of the tuning and repairing department, also the children skating and playing in the grounds, pleased the people immensely, who seemed to be amazed at the thought of blind people enjoying themselves so much at sport and games. The lecturer spoke in glowing terms of the work being accomplished by you and urged upon the public the need of a similar Institution in Montreal. Much interest was shown in the lecture and we feel that great results will follow. It was a splendid means of educating the 'blind seeing,' as Mr. Campbell styles the public.'"

I have long been of opinion that many of the things which ought to be done for the blind never will be done until the interest of the masses in the subject is aroused and knowledge of the needs and claims and capacities of the blind is disseminated. I therefore welcomed the invitation of Mrs. O'Sullivan to discuss the case of the blind before the International Council of Women, at the Convention in Toronto. The address was thus reported:

OUR BLIND CITIZENS.—THEIR NUMBERS, AGES, CONDITIONS AND NEEDS.—HELP
THEM TO HELP THEMSELVES.

Herbert F. Gardiner, Principal of the Ontario Institution for the Education of the Blind, Brantford, addressed the Quinquennial Congress of the International Council of Women at Toronto, on Tuesday, June 29th, 1909, on the Condition and Requirements of the Blind. He said that the scientific definition of blindness is the absence of light perception, and the practical definition of blindness is a state in which no occupation can be followed for which vision is required. At an examination by the oculist of 111 of the 123 pupils enrolled in the Ontario Institution, it was found that 24 had no perception of light, 13 could tell light from darkness with one eye, 16 had light perception with both eyes, making 53 who were for practical purposes in total darkness; 22 had limited vision with one eye, and 36 had limited vision with both eyes, the range of vision in these 58 being such as a person of normal vision would have in twilight, in moonlight or in starlight, but in no case sufficient sight to read ordinary print or to work like people with normal vision. In 23 cases the blindness was caused by optic atrophy, in 22 by ophthalmia neonatorum (infantile blindness), in 16 by cataract (congenital and lamellar), in eight by injury of one eye followed by sympathetic ophthalmia in the other, in five by injury by powder explosions, in three injury by other means, five aniridia and coloboma, five interstitial keratitis, four retinitis pigmentosa, four degenerated eyes (cause unknown), three keratoglobus, three refractive errors, two microphthalmus, two albinism, two brain fever, one undeveloped optic nerves, one intra-uterine keratitis, one scarlet fever, one pneumonia. In six cases there was evidence of inherited syphilis. Besides the dynamite and powder injuries, there were cases of damage to the eye by scissors, by wire, by a stone thrown by a careless boy, by a crane in a workshop, by a gunshot, etc. The prevention of smallpox by vaccination has greatly reduced blindness, but experts estimate that 40 per cent. of the existing blindness is avoidable, and to this end the intelligent interest

and action of the National Council of Women is required. Blindness is rarely, if ever, hereditary. Of the 800 pupils who have attended the Ontario Institution, not more than three had a blind father or mother, while hundreds of blind parents have children with perfect sight. It is inadvisable for a blind person to marry one who is sightless, not because there is risk of blind offspring, but because every house needs at least one pair of eyes. The influence of the Council should be used to prevent the intermarriage of cousins, which is a prevalent cause of blindness, deafness and other physical and mental defects. The marriage of degenerates and diseased persons should be restrained and prevented as far as possible. Knowledge of the proper treatment of new-born infants should be disseminated. If every physician, every midwife and every nurse understood the necessity of examining the eyes of the infant, wiping away the yellowish matter with a dry rag, and applying a drop of a two-per cent. solution of nitrate of silver, the sight of hundreds of children would be saved and the sum of human happiness would be appreciably augmented. The influence of the Council can be advantageously applied to the prevention of "accidents" in mining, railway building and other occupations in which sight and life are needlessly endangered.

Members of the Council, in their individual capacity, can help the blind by advising parents to send their blind children to the school at Brantford. The Institution is a school for the education of children and youth of both sexes, under the age of 21. It is not a hospital, it is not an asylum nor a home. Children whose intellects are defective are not wanted. Adults are not wanted, for the experience of all the schools has demonstrated that the admission of adults to schools intended for children does much more harm to the children than good to the adults. Advise parents of blind children to send them to the school at once—better at five years of age than at 15. The separation is generally harder on the parent than on the child, but the good of the child should be the determining factor. Many of the children, on account of their affliction, are over petted and spoiled at home. They are waited upon and convinced that they are helpless; they get little exercise and become weak, flabby and dependent; selfish and ugly dispositions are fostered. the school, they are soon taught to dress themselves, to eat properly and speak politely, to walk and run and play without a guiding hand. They find that other children have rights which must be respected, that the way to obtain kind treatment is to be kind to others, and in a community where all are alike afflicted each one is happier than would be possible for the blind child surrounded by a group of sighted children, in whose work and amusements he could have little part. Regular sleep, regular meals and regular exercise, with enough but not too much work, bring health, comfort and contentment, so that the pupils are always willing to come back to school when vacation is ended.

Some of the pupils who come to Brantford have attended public schools before losing their sight, and those are graded according to their acquirements. The little ones are placed in the kindergarten, where they learn to use their hands and heads. They are taught to read, with the touch of their fingers on letters composed of raised points—Mr. Gardiner exhibited books and cards in point print—they learn arithmetic (chiefly mental), geography by dissected wooden maps, object lessons with stuffed birds and animals, and in time they go on to grammar, history, literature and physiology. They sing in the kindergarten, at roll-call and in the vocal class, and some have special instruction in voice culture. Music lessons are given on the piano and the organ, and some become very expert performers and qualify for organists and music teachers. Several have passed the examinations of the

Toronto College of Music and received diplomas from that Institution. Point writing is taught by means of a "slate" and stylus, pencil writing with a grooved card and typewriting with the ordinary machine. The music is written in point, on a system which enables the performer to read with one hand while playing with the other. Staff notation is taught with a plank in which the lines are grooved and the notes and characters indicated by metal castings. Literary and musical cards and books are printed without ink in the Institution, and some of the blind lend assistance in portions of this work. In their bead-work the children learn to use their hands and to count, and many of the articles made by them, under the instruction of a blind teacher, are useful as well as beautiful. The girls are taught to knit and crochet, to sew and to darn, as well as the rudiments of domestic science. The boys are taught to make willow baskets, to net hammocks and tune pianos. The lastnamed is the most profitable trade, but only a percentage of the pupils are capable of becoming expert and successful tuners. The pupils require and receive the care of teachers and officers 24 hours in the day, seven days a week, and the teacher who has not an abundant store of patience and self-denial is out of place in a school for the blind. In proportion to their numbers, there are as many grades of ability among the blind as among the sighted. Ex-pupils of the Brantford school have taken degrees in Arts and Theology, have become lawyers, osteopathists, masseurs, merchants and commercial travellers; others can make baskets, brooms, brushes and mattresses, but men who work in the dark are not on equal terms of competition with those who work in the light, therefore, with just enough exceptions to prove the rule, the blind require care, sympathy and assistance from the cradle to the grave.

Many people, immersed in their own affairs, do not think of this or understand it. At first they are surprised that the blind can do anything, and loud are the expressions of wonder and admiration from visitors at our school. Later, they assume that because a blind person has been taught in the school for the blind he can paddle his own canoe as well as a person with sight, and if one fails to earn a living and goes to the poorhouse the management of the school is criticized. How many people with sight make only a bare living, and some less than that! Let the successful business man, or the educated woman, shut the eyes, empty the pockets, cut the acquaintance of friends, and estimate how much he or she could earn per day in that condition. It is not fair to say that, because the Legislature supports a school for the education of the blind, the good people of the country are thereby relieved of personal responsibility for the welfare of the blind. Statistics compiled in various States correspond so closely that it is safe to apply them to any other State or Province similarly situated. Thus we know that 90 per cent. of the blind in New York State are over 20 years of age, that 45 per cent. are between the ages of 20 and 49, and that 70 per cent. of these become blind after reaching the age of 20. What shall be done for the able-bodied adults who become blind after passing the school age? What for the graduates of the schools who for lack of capital or business ability cannot profitably employ themselves?

Presumably, there are in the Province of Ontario more than 2,000 blind persons, of whom 200 are of or under school age. There should be shops where, under sighted supervision, the adult blind could be taught to work and be supplied with steady employment, the State making up the loss, if any, of the enterprise. Such shops are found in Michigan, in Wisconsin, in Massachusetts and in many parts of Europe, and it is within the power of the National Council of Women to secure their establishment and maintenance in Ontario. The sighted boy does not learn

his trade along with his grammar and arithmetic, but enters upon his apprenticeship in the shop after he leaves school. The workshop for adults should be entirely separate from the school for children, preferably in another city. The chance to work, as compared with moping idleness, is of inestimable value to the blind man or woman. If the members of the Council could read the letters on file at the Institution in Brantford, from and on behalf of the adult blind, pleading for a chance to be taught to work, no argument would be required to demonstrate the need for such shops. The women of Massachusetts have a well organized and very useful system of home-teaching for the blind. The women of Brooklyn, N.Y., maintain a Home for Blind Babies, which is doing a world of good in a quiet way. Pennsylvania has a field officer, who travels through the State, hunting up the blind, teaching them to read and to work, and incidentally locating and canvassing such children as are eligible for admission to the schools for the blind. The Misses Holt in New York City organized the Association for the Blind which has its headquarters, offices and salesrooms at 118 East 59th Street, with a factory for blind men and a special committee for the prevention of blindness, the motto of the Association being "Light Through Work." The first step was to secure an accurate census of the blind of the State. The ladies of Massachusetts, to quote a speaker at the Boston Convention of Workers for the Blind in 1907, camped on the steps of the State House until they secured a permanent Commission, maintained by the State, in the interests of the blind. The achievements of Mrs. E. M. Chapman, in Dayton, Ohio; of Mrs. Blalock, in Spokane; of Miss Harriet Rees, in St. Louis, on behalf of the blind, show what women can accomplish when their interest is aroused. The detailed story of these achievements could be read in the reports which Mr. Gardiner had brought with him for the perusal of those interested. He was proud of the work done by the schools for the blind, but it was not enough. Legislators are human and they do not meet trouble more than half way. They will act when they are pushed by public opinion, and it takes the ladies to create public opinion and make it felt. The lines of work he had suggested were worthy of the best efforts of the best women in this or any country. They would not find the ability of a Helen Keller in every blind girl, nor the genius of Homer or Milton in every blind man. In some places they would encounter ingratitude and lack of appreciation. But if it is true that the way to be happy is to make others happy there is abundant recompense in store for those who labour to bless and uplift the blind, and he would unhesitatingly recommend it to the members of the Council of Women as one of the paths to be followed when they go about doing good.

Ex-Pupils.

We have no such committee or association as Mr. Layton recommends, to look after the ex-pupils and help them to become established on a firm footing—I wish we had-but I do what I can to find out how my blind friends are getting along, and I would do more if the days were forty-eight hours long instead of twentyfour. Generally the reports are satisfactory; sometimes they are discouraging; in some cases we do not expect good reports, for a boy or girl who is headed for the poorhouse gives unmistakable indications of the tendency before leaving school. Frequently I receive useful suggestions in letters from ex-pupils, and the story of their movements is always interesting. Thus one young lady writes: "I feel very grateful to Miss Haycock and the other teachers for their kind-

ness and patience while I was a pupil at the school. I also thank you for the annual reports and papers which you have sent me. I made five pairs of mitts and two pairs of socks before Christmas and now I am making a baby's coat. I do all my own writing and sewing; also with my weekly allowances I buy my own clothes and other necessities, so that I am not totally dependent. I learned to churn and stone cherries last summer in the country and tried milking, but I am afraid I was a little too nervous to learn that art. If you write to me, will you kindly do so in New York point, as I like to read my own letters if possible."

Another young lady: "I am still holding my own with the rest of the music teachers here, and just now I have an extra number of sheet music and instruction books to copy. I find that we need variety in this line. One set of instruction books is not sufficient; we need more; and I believe that some of our pupils have failed in this work because of this lack. I was much interested in the account of the closing concert, and I did so much wish that I could hear it. It always makes me feel that I want to be with the O. I. B. friends when I hear of the treats they are preparing. But failing to find opportunity to be present, it is good to receive such full and interesting accounts as I have received through you. The contents of the enclosed leaflet is a sample of my composition. It was composed, like some others, during wakeful hours of the night, and while occupied with knitting, sewing, etc. I have sold quite a number of copies and am still finding ready sale for them. I reap a good profit from this and it helps also, even more than I had anticipated, to convince people of my ability to do things, though I claim for this small production quite as small a merit."

A young man writes: "I was out walking the other day and I happened to get into conversation with a gentleman who is well experienced in life. He asked me about the training of the pupils of the O. I. B., and I explained to him, as best I knew how, all that is taught there. He thinks the O. I. B. is away behind in practical training for life. For instance, boys should be taught (1) to saw and split wood, (2) to do common cooking, (3) sewing on buttons, (4) mending, (5) attending to stoves, (6) how to wash handkerchiefs, socks and underclothing, (7) how to sift ashes, (8) darn socks. He also says boys should be taught carpenter work. I know from personal experience, had I been taught those things, I would be able to make myself quite useful to my friends when I am out of employment, that is, if I could saw and split wood, sift ashes and attend to stoves."

We have made a beginning in the carpenter work since our correspondent left the school. I see no insuperable obstacles to boys learning to sew, mend and darn, and one lesson should equip a boy with the ability to sew on a button. As for the cooking and the washing, it strikes me that the danger of burning or scalding offsets the value of those classes of work, and, considering the risk of damage to person and property, I would prefer to have the stoves looked after by persons with sight, who would not drop a live coal on the floor without knowing it. If a balance could be struck between the value of clothes spoiled in the process of sifting ashes and the value of the coal saved in the sifter, I doubt if the sifting habit would survive. As for sawing wood, a blind man can learn the operation without elaborate or protracted instruction, but sight is required for splitting. We do not burn wood in this Institution, and I certainly would not recommend the purchase of a quantity of wood for the boys to practice on, though the bucksaw is excellent for the development of the muscles of the arms and chest. In the towns and cities coal or gas has replaced wood for fuel, and the little wood that is used

is usually sawed and split by machinery. While I thank my correspondent for reporting his friend's suggestions, I do not, for the reasons above given, regard them as specially valuable.

APPRECIATION.

Managing an Institution of this kind is not exactly equivalent to reclining on a bed of roses. One has to listen to the parent who thinks his child is entitled to better food, a softer bed, more attention, etc., than other people's children, and the parent who expects clothing to be worn from September to June and then be as good as new is still represented on my list of acquaintances. But I am glad to acknowledge the sweet reasonableness of the large majority of the men and women who entrust their blind children to my charge. From the letters received I take a few extracts.

From a parent: "Dear Friend,—I think I may honestly say 'friend,' for you have shown yourself a true friend to us. I wish to acknowledge receiving the annual report and also the report of our daughter's progress. We are very pleased with the progress she has made and very thankful to you and to all the teachers for your kindness to her and the interest you have shown in her welfare. She is enjoying her school life very much and she will find that all the years of her future life will be more enjoyable for the time she has spent at the O. I. B. We think the school is a grand institution for the country, and all who are helping to educate the pupils who need to go there are engaged in a noble work."

A mother: "I thank you for your kindness to my daughter since she first went to you, for I know by the love she has for you and her teachers she must be well treated, and I think from the marks on her honour roll she is doing fairly well and hope she will do better next term."

A mother: "I am much satisfied with my son's report. I think he has done well. Receive my best congratulations for all his progress. I think you have done a wonderful work since he has been under your direction."

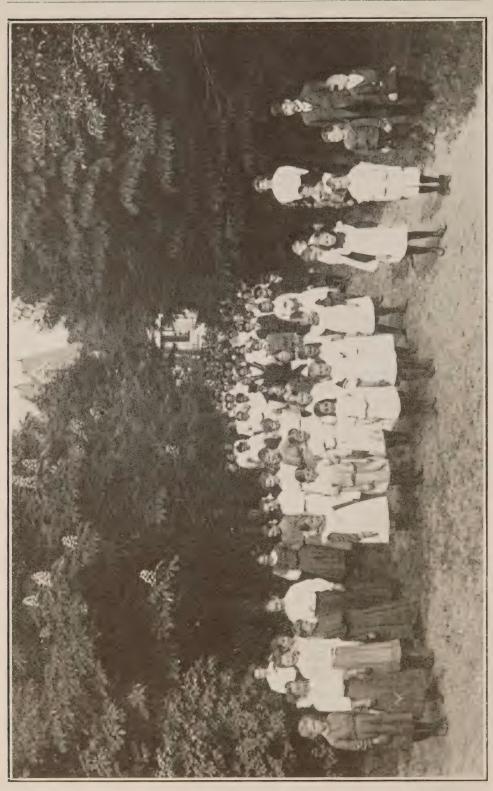
A father: "As the school term is drawing nearly to a close, I wish to thank you for the kindness my son has met with since he has been with you. Both his mother and I feel that we did the right thing in sending him when we did."

A pupil: "My parents are very grateful for the instruction I received while at the Institution, and I am sure I shall never regret going."

A mother: "I again thank you and the rest of my son's caretakers for their kindness to him in the past nine months, for I am thankful that there is such a good place for my son to go to be taught. I cannot find words to express my thanks, but my earnest prayer is that you may be spared many years to carry on the good work and to teach the poor blind children."

A guardian: "I wish to thank you once more for your kind and fatherly care of my grandson. He has done more than I could expect. I have not words to express my gratitude. I am glad he still retains the same good character that he took with him. May God bless you and your staff is the prayer of your indebted friend."

A mother: "I wish to thank you and your staff for the many kindnesses shown our little daughter in the past year. It is certainly a great comfort to my husband



and myself to know our little afflicted one is in such good hands. We think it is wonderful the progress she is making. Our praises will never cease for the Brantford O. I. B."

A father: "I am well pleased with the way my daughter is getting on at school. It is a grand institution and well managed."

A mother: "I take this privilege of thanking you and all in your school that have assisted in teaching my son this last year, for he is getting along so well and he is so willing to go back each year. I hope that he may be a great blessing to you for being Principal of such a place, and also to us for sending him."

A father: "In writing you with respect to our daughter, in the first place we thank you and the staff under you in tuition for the excellent progress she made last session. We are delighted; and also for the kindness shown her by all, which has made school life very pleasant to her."

ATTENDANCE.

The total registration of pupils in the session of 1908-09 was 124, one more than in the preceding session; at the opening on September 23rd, 1908, there were 108 pupils as compared with 112 at the opening of the preceding session; at the close 116 as compared with 117. Sixteen pupils, who were not present at the opening in September, arrived during the session, half of them in October. Of the eight pupils who were present during a part of the session, but did not remain until the end, one male and one female left on account of impaired health; one male left when accused of misconduct; two males were taken home by their fathers for domestic reasons; one female went home to have her eyes treated; one female went home for domestic reasons; one female left the Institution when her parents removed to Michigan. Of these, one is now attending the school for the blind at Lansing, and three are back in this Institution. Of the 116 pupils who were present at the end of the session, there were 58 males and 58 females.

The number of pupils in attendance at the opening on September 22nd, 1909, was 113, as compared with 108 at the corresponding date in 1908, and 116 at the closing of the school term on June 16th, 1909. Of those in attendance at the close of the last term, 92 had returned, five former pupils who were not here at the close of last term had come back, and sixteen new pupils had been enrolled. Of the five described as former pupils, two were not in attendance during any part of the session of 1908-09. The absence of the twenty-four who left in June but did not return in September is thus explained:

One (male) graduated in piano and vocal music; two (males) were excluded for incapacity, and one for lack of industry; four (males) remained at home without explaining the reasons. One (female) graduated in piano; two (females) left to teach music; one (female) proposed to study music elsewhere; one (female) is attending a school for the sighted; two females had completed their literary and industrial course; six females were temporarily detained by illness; one female detained by domestic engagements, and the absence of two (females) is unexplained.

The ages of the new pupils are as follows:

Males.		Females.
Twenty-three years Nineteen years Sixteen years Thirteen years Twelve years Eleven years Ten years Eight years Seven years	1 2 1 1 1 1	Twenty years Eighteen years Seventeen years Sixteen years Fifteen years Thirteen years Eight years Total females Total males Total males and females

The total registration in the official year, October 1st, 1908, to September 30th, 1909, was 142—72 males and 70 females—against 139 in the preceding official year.

Pupils Registered in Session 1908-09.

Name.	Residence.	Name.	Residence.
Bartley, Alonzo Bartley, Lyman Black, Herbert Burgess, Lloyd Chatelain, Jean Clarke, Walter Clemmett, Wilbert Colby, Edward Crew, William Cundy, John Daniel, Ovila Derbyshire, Byron Duff, Charles Elnor, Harold Fenton, Mills Frayne, Orville Garlick, Walter Golz, Gustav Graham, Glen Harvey, Walter Hawken, Howard Henderson, Richard Higgins, Thomas Johnston, Harold Kelland, Wilbur Kelley, Byron Kennedy, Thomas Lee, George Lott, Albert Marcotte, Cleophose Martel, Ubald McAvoy, Thomas McBride, Charles McCaul, David McCutcheon, Roy McDonald, Norman	. Edgar's Mills Edgar's Mills Vars Princeton Ottawa Toronto Omemee Stratford Toronto Regina, Sask Big Point Athens Banda Toronto Allenford Forest Ottawa Beausejour, Man Birnam Toronto Whitby Duntroon Toronto Writby Duntroon Toronto Brockville Kirkton Oakville Guelph Epping Brussels Mattawa The Brook Bruce Mines Danforth Ottawa Port Stanley Alexandria.	O'Donnell, James Duellette, Arthur Patterson, Clifford Paul, Leonard Porte, Aquila Quick, Harold Raymond, Walter Rees, Walter Ross, Leslie Ryan, Ener Sherman, Leonard Simmons, Walter Smith, Joseph Steele, Frederick Thompson, William Valiant, Horace Vance, Frank West, Lionel White, Harry Wilkinson, Byron Wisner, William Yarocki, Harry Ash, Rachel Bickerton, Gladys Branston, Ethel Brooks, Ruby Catling, Nellie Conybeare, Nettie Crawford, Annie Cuneo, Mary Curry, Catharine Davidovitz, Esther Davison, Winifred Deschenes, Louise Doherty, Marguerite Duciaume, Eva Elliott, Isabel Foster, Olive Fox, Irene	Lanark Belle River Hamilton Haileybury Aylmer London Collingwood Steelton Elstow, Sask Elginfield Taber, Alta Copper Cliff London Perth. G. Toronto Toronto Toronto Toronto Galt Swansea Sarnia Schomberg Garland, Man Sarnia Navan Hamilton Bluevale Goderich Innerkip Strathroy Toronto Toronto Toronto Toronto Hamilton Bluevale Goderich Innerkip Strathroy Toronto Toronto Toronto Hamilton Griersville Bonfield Peterborough Rockland Elkhorn, Man Tillsonburg.

Name.	Residence.	Name.	Residence.
Heaphy, Norah Henrich, Evelyn Hepburn, Alice Hepburn, Harriet Hewison, Betsy Hunt, Olive James, Gertrude Johnston, Charlot Johnson, Eva Kaufman, Blanch Kay, Grace Lammie, Amy Lammie, Greta Lansdowne, Nora Lansdowne, Nora Marsh, Mary Marsh, Mary	Winnipeg, Man. Ottawa. Brantford. Port Elgin. Port Elgin. Toronto. Toronto West. Waterford. Glencoe. Ridgetown. Brantford. Hensall. Hensall. Horonto. Jindian Head, Sask. Oso Station. Holland Landing. Radisson, Sask. Webbwood. Stratford.	O'Neilly, Mary O'Reilly, Edith Patterson, Alma Quinn, May Rooke, Emma Routley, Elsie Sage, Edna Slough, Grace Speers, Edith Spicknell, Letitia Squair, Ethel Stearns, Sarah Stephenson, Murie Stevens, Ethel Thompson, Gladys Thompson, Teresa Wilcox, Catharine Wright, Elsie	GravenhurstVegreville, AltaOttawaOttawaBrantfordHillsideDereham CentreTorontoFanshaweFenwickGriswold, ManLondon JunctionWilliamstownOttawa. lCollingwoodPeterboroughTorontoHamiltonToronto.

NEW PUPILS AT OPENING OF SESSION, 1909-10.

Name. Residence.	Name. Residence.
Sparling BeachOttawa.	Maude DunlopCooper's Falls.
Orval DamudeThorold.	Elizabeth IngramOttawa.
Stanley FongerBruce, Alta.	Pearl LoomisTaber, Alta.
Antonio GodboutOttawa.	Muriel MartinToronto.
Valmore LandriauOttawa.	Isabel Munro (re-ad-
Wilson MurchFairground.	mittedWoodstock.
William O'KeefeHamilton.	Edna Sage (re-ad-
Aquila Porte (re-ad-	mittedLondon.
mittedAylmer.	Verna Sage (re-ad-
Fred. PriceNiagara Falls.	mittedLondon.
Melville SalterOshawa.	Sarah Stearns (re-ad-
James CotterOttawa.	mittedOttawa.
Alma BrunsdenBrantford.	Gladys Woodcock Toronto.

ENTERTAINMENTS.

The Tuesday evening entertainments by the pupils were continued throughout the session, with excellent results in individual cases, though there were indications of waning interest in them toward the close. Perhaps this was due to the unusually large number of centennial entertainments, which absorbed the attention of teachers and pupils. At the Hallowe'en concert on October 31st, there were piano solos by Louise Deschenes, Jean Chatelain, Geraldine McEwen, Lilian McLeod, Clifford Patterson, Emma Rooke and Albert Lott; an organ solo by Charles Duff; songs by Gladys Thompson, Eva Duciaume, John McDonald, Teresa Thompson, Mary O'Neill, Mary Cuneo, William Thompson, Isabel Elliott, Elsie Routley and Norah Heaphy; recitations by Byron Kelley, Blanche Kaufman, Norah Lansdowne, Orville Frayne, Susan Miller, Lionel West, Mildred Miles, Leslie Ross, May Quinn, Sarah Stearns, Lyman Bartley, and Catharine Curry; a dialogue by Ethel Squair, Winifred Davison and Doris Hawley, and a chorus, "Beautiful Moonlight," by about twenty of the girls. During the intermission refreshments were distributed.

The completion of the willow peeling was celebrated on November 24th by an

oyster supper and concert.

CHRISTMAS CONCERT.

The Christmas concert was held on December 22nd, the Music Hall being filled with an appreciative audience. Beginning promptly at eight o'clock, the long programme was carried out without any waits or delays, and perfect order was observed notwithstanding the discomforts of crowding. Principal Gardiner in his opening remarks explained that the programme would not be so severely classical as that of the closing concert in June, but would include recitations by several of the junior pupils. Programmes had been provided in ink and point print, and he was glad to notice the presence of several ex-pupils to whom the latter would be a convenience.

The first pupil to be called upon was Miss Louise Deschenes, who played a double number, "Grand Chorus in G" and "Gavotte de Mignon," on the pipe organ very creditably. Then came two recitations by the juniors, "When Santa Claus Comes," by Betsy Hewison and "A Little Boy's Sermon," by Thomas Higgins, both well delivered. The kindergarten chorus, with Muriel Stephenson, Betsy Hewison, Teresa Thompson, Pearl Fruiter, Mary O'Neill, Gladys Bickerton, Eva Duciaume, Rachel Ash, Marguerite Doherty, Frank Vance, Ancile Murray, Leonard Sherman, Howard Hawken, Walter Garlick and Joseph Smith, all neatly and prettily dressed, sang "The Fox and the Crow," "The Dog and His Shadow," accompanied by their teacher, Miss Lee, who had every reason to be proud of her class. The first piano solo was played by a charming little lady, Ethel McQuade. whose rendering of Rheinhold's "Impromptu, C sharp minor," must have been gratifying to her teacher, Miss Harrington. What many considered the hit of the evening was the next recitation, entitled "Boys' Rights," by Leonard Sherman, a sturdy little chap from the wild and woolly west, who will yet make his voice heard in the country, if he keeps his promise to remember the boys when he becomes a man. Isabel Elliott recited Longfellow's poem, "Robert of Sicily," in a manner that demonstrated the possession of considerable elecutionary talent and an extraordinary faculty of memorizing. The choral class under the direction of Mr. Andrews sang Pearson's "Jaeger Chorus," and Thomas Kennedy, also a pupil of Mr. Andrews, sang a Christmas song "The Child of Bethlehem," several of his old friends noting a decided improvement in his voice since his last appearance in concert work. Four of Miss Moore's pupils, Jean Chatelain, Charles McBride, Harold Elnor and Albert Lott, made their debut in the piano quartette, "Galop Brillant," by Kirchner. The recitations, "Little Gottlieb's Christmas," by Mary Marsh; "Elder Lamb's Donation," by Orville Frayne; "The Landlord's Visit," by Nellie Catling, and "In the Children's Hospital," by Winifred Davison, were all given with spirit and effect, showing the results of thorough training by Miss Walsh, the instructress in elocution. The memorizing was perfect, the enunciation distinct and the modulation and shading correct, while the selections were interesting. Catharine Curry played "Colombine" as a piano solo, and the final number, by Charles Duff, was Mac-Dowell's "Hexentanz," which was heartily applauded.

Rev. Mr. Mansell and Rev. Father Cummings spoke briefly of the pleasure they had felt in listening to the entertainment and of their interest in the welfare of the school, after which the audience joined in singing "God Save the King."

In connection with the distribution of gifts from the tree on Christmas night, a pleasing programme was presented by the following pupils: Geraldine McEwen. Walter Raymond, Sarah Stearns, Letitia Spicknell, Ubald Martel, Wilbert Clemmett, Walter Clarke, Margaret Liggett, Leonard Sherman, Walter Simmons, Grace

Slough, Jean Chatelain, Ethel Squair, Irene Fox, Isabel Elliott, Susan Miller, William Crew, Norah Lansdowne, John McDonald and Norah Heaphy. Mrs. Richard Smith and her daughter, Miss Helen Smith, of Chicago, also contributed songs.

MENDELSSOHN CONCERT.

(From the Brantford Expositor, February 4th, 1909).

Felix Mendelssohn, the great musician and composer, was born on the third of February, 1809, and died on the fourth of November, 1847. Last evening a Mendelssohn concert was given by the pupils of the Ontario Institution for the Blind, under the direction of Mr. W. N. Andrews, assisted by the choir of the Wellington Street Methodist church, under the direction of Mr. Thomas Darwen. The programme was wholly composed of Mendelssohn's productions, with the exception of the closing number by the choir, Haydn's "The Heavens Are Telling," the introduction of which was considered appropriate because this year is the centenary of Haydn's death.

After brief remarks by the principal and the opening number on the organ by Mr. Darwen, Mr. Andrews delivered an instructive address on "Mendelssohn and Mendelssohn's Music," in the course of which he outlined the principal events of the great composer's life, named his masterpieces, described his industrious, virtuous life, the reflex of which appears in his compositions, told of his visit to England and his pleasant intercourse with Queen Victoria, and mentioned two innovations which Mendelssohn had introduced into music—the song without words, and the Goblin movement. The programme, Mr. Andrews said, would fully illustrate the varied character of Mendelssohn's work.

There were only two piano selections, a double number, "Duetto," and "Spring Songs," by two pupils, Catharine Curry and Ethel McQuade, both of whom played with good expression, and "Andante and Rondo Capriccioso," played by Miss E. Buchanan, who kindly took the place of an absent pupil. On the organ Charles Duff played "Sonata No. 2," and "Prelude," besides several accompaniments, and Louise Deschenes played "Andante," "Sonata No. 3." The good work of both these pupils is known to attendants at O. I. B. entertainments. Mrs. A. M. Zinn, the soloist of the Wellington Street choir, charmed her hearers by her singing of "O, Rest in the Lord," and was highly complimented therefor. The vocal solos of pupils were "And He Journeyed to Damascus" and "But the Lord is Mindful of His Own," by Richard Henderson, "Hear My Prayer" and "Oh, For the Wings of a Dove," by Isabel Elliott, and "It is Enough," by Thomas Kennedy, all of which were appreciated. Besides "The Heavens Are Telling," the Wellington Street choir sang "He is Watching Over Israel," most effectively, and the choral class of the Institution sang "The Forest," and the double number, "Hearts Feel That Love Thee" and "May Bells." The pupils wore Mendelssohn's favourite flower, the red carnation, and many of the members of the choir were similarly decorated. By common consent, the programme of last evening, though prepared under unusual difficulties on account of illness among the pupils and teachers, was considered a particularly good one, and Mr. Andrews received many warm congratulations on the success achieved.

CHOPIN CONCERT.

(From the Brantford Courier, March 2nd, 1909).

The concert hall at the O. I. B. was comfortably filled last evening with an appreciative audience to listen to the Chopin Centenary concert given by the students, assisted by Misses Ella Chalcraft and Jean Haight.

The Principal, in his opening remarks, explained that this was only one of several centenary evenings which were being held. A few weeks since an excellent programme was given commemorating the 100th anniversary of Mendelssohn. Then followed a couple of evenings devoted to Lincoln, and in the near future a Tennyson evening would be given, the year being also the great poet's hundredth anniversary. Mr. Gardiner then called on Mr. Andrews to speak on Chopin and Chopin's music.

Mr. Andrews gave a short, concise, but very interesting account of Chopin as a man and as a composer. In part, he said: Chopin evidently was a man with little control over his affections; they were easily transferable and of short duration. This physical or mental disease, this constantly falling in love and always suffering disappointments, is the reason given by some critics for the sad sweet strain running throughout his music. Others tell us that Chopin was passionately patriotic. Poland was passing through a political crisis and Chopin being intensely loyal felt bitterly the sorrow, trouble and humiliation of his fellow countrymen. It was this patriotism, this heartfelt sympathy for the Fatherland, in his mind, that was the cause of so much melancholy and remorse in his compositions. His music possesses the melancholy sadness of the Pole, combined with the brilliant passion of the Parisian. After giving interpretations of the different numbers on the programme, Mr. Andrews called on Miss Louise Deschenes for the opening number, the A Major Polonaise, which received an excellent interpretation. Miss Deschenes entered into the martial feeling with true military style. The Nocturne in G Minor, with its pathetic melody, was most thoughtfully and musically played by Charles Duff, while the Waltz was rendered in a delicate and charming manner. Thomas B. Kennedy certainly possesses a good musical temperament and the Etude and Polonaise were played with fine expression.

The Andante and Polonaise Op. 22, with organ accompaniment by Charles Duff, received a splendid interpretation by Miss Ella Chalcraft. Her execution was brilliant and expression consistent. The Polish Spring Song was beautifully sung by Isabel Elliott.

The ever popular Berceuse, Chopin's cradle song, has not been heard to better advantage. Miss Jean Haight, with a true refinement, felt its rhythmic character and rendered it most musically and with delicate expression.

The funeral march was ably performed on the organ by Charles Duff. His registration was good and effective.

Ethel McQuade showed considerable expression and musical interpretation in the Nocturne Op. 29, No. 2, and in the Waltz.

Charles Duff certainly excelled himself in the rendition of the Ballade. He seemed to have caught the Polish character, playing with a delicacy of technique and a perfect refinement, while he threw himself into the composition with such abandon that his climax was exceptionally good.

That educational matters both literary and musical are conducted to the best interests of the blind is strongly evidenced by these special evenings with their tribute to the great men of the past.

Mr. Gardiner introduced Mr. Hamilton, Principal of the Blind School at Batavia, N.Y. Mr. Hamilton gave some interesting facts of their work at Batavia and spoke strongly of the benefits of a cheerful and receptive mind.

God Save the King concluded a pleasant and helpful evening, after which dainty refreshments were served to the visitors and those assisting, and a jolly half hour was spent.

The following was the programme:

Address-" Chopin and Chopin's Music," W. Norman Andrews.

Piano-Polonaise, Op. 40, Louise Deschenes.

Piano—(a) Nocturne, Op. 37, No. 1; (b) Waltz, Op. 64, No. 2, Charles Duff.

Piano—(a) Etude, Op. 25, No. 7; (b) Polonaise, Op. 53, Thomas Kennedy.

Piano-Andante and Polonaise, Op. 22, Miss E. Chalcraft.

Song-"Polish Spring Song," Isabel Elliott.

Piano-Berceuse, Op. 57, Miss J. Haight.

Organ-Marche Funebre, Op. 35, Charles Duff.

Piano—(a) Nocturne, Op. 49, No. 2; (b) Valse, Op. 64, No. 1, Ethel McQuade.

Piano-Ballade, Op. 47, Charles Duff.

God Save the King.

On March 8th, Richard Henderson, one of the pupils, delivered an address on the centenary of Louis Braille, the inventor of point print for the blind. Incidentally, he described several other systems of writing by and for the blind.

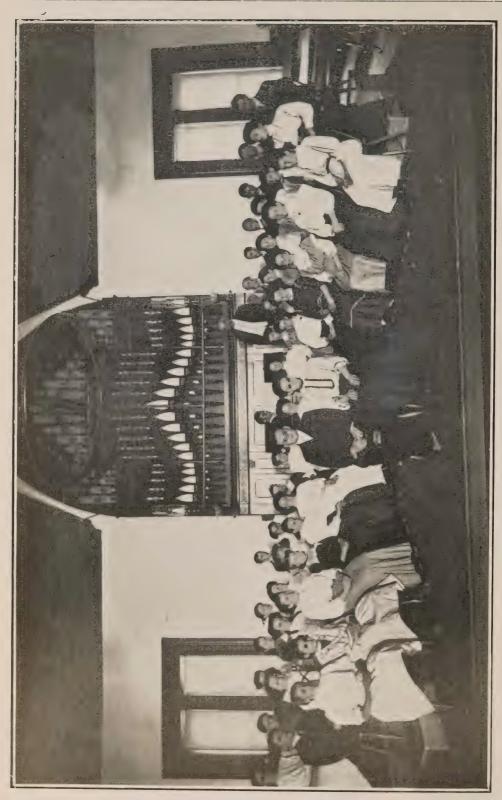
On March 9th, the Mendelssohn concert was repeated in the Wellington Street Methodist church, the choir of the church and the pupils of the Institution taking part as on February 3rd.

March 29th, several of the pupils assisted at an entertainment in St. James' church.

CLOSING CONCERT.

(From the Brantford Courier, June 15th, 1909.)

The music hall of the Ontario Institution for the Blind was filled to over-flowing last evening, the occasion being the closing concert of the session, and not-withstanding the length of the programme standing room in the aisles and adjacent corridors was at a premium until the end of the last number. Principal Gardiner explained that, as an ample synopsis of the story of Joan of Arc would be found on the ink-print and point-print programmes, no verbal explanations were required, hence it was possible to begin the work of the evening promptly. Charles Duff, who lives at Banda, but is now very well known in Brantford musical circles, opened the programme with Rheinberger's "Pastorale Sonata" on the organ and afterwards played Wieniawski's "Valse" on the piano, besides taking part with Louise Deschenes in Dvorak's Duo, "Slavonic Dances." Miss Deschenes also gave an organ number, Guilmant's "Elevation," and Thomas Kennedy played Liszt's



"Liebestraum No. 3" on the piano. Richard Henderson sang Piccolomini's "Ora pro Nobis," and the closing number of the first part of the programme was Tschaikowsky's "Marche Militaire" on two pianos by Jean Chatelain, Harold Elnor, Charles McBride and Clifford Patterson.

At the request of the Principal, Dr. Torrington of the Toronto College of Music, presented diplomas to Louise Deschenes for piano and to Thomas Kennedy for piano and vocal music, complimenting the graduates on the accuracy of their work, which, he said, reflected credit upon themselves and their teachers. W. S. Brewster, M.P.P., in a pleasant speech, presented the College testimonials to Louise Deschenes (third year piano, first class honours), Louise Deschenes (first year organ, first class honours), Eva Johnson (first year theory, honours), Ethel McQuade (second year piano, first class honours); and Rev. Mr. Wright, of St. Jude's, with appropriate remarks presented the testimonials that had been earned by Thomas Kennedy (third year piano, first class honours), Jean Chatelain (first year piano, first class honours), Richard Henderson (first and second year vocal, first class honours).

The second part of the programme was then taken up and carried to a conclusion without a break or wait, the audience being enthusiastic in expressions of satisfaction and pleasure. It consisted of Alfred R. Gaul's historical cantata, "Joan of Arc," founded on the story of the famous Maid of Orleans. The solo parts were taken by Isabel Elliott (soprano) and Thomas Kennedy (baritone) of the Institution, and Mr. W. Crooks (tenor) of Brantford, who kindly gave his services to assist the pupils, as did several other Brantford vocalists, who strengthened the chorus. The singers had been thoroughly trained by Mr. W. Norman Andrews, the musical director, and the accompaniments being played by Mr. Andrews himself and by Charles Duff (on the pianos and organ), this beautiful, but difficult production was presented with vim and smoothness that would have been creditable to any company on any stage. Many compliments were given to the soloists and the accompanists by musical critics in the audience, the consensus being that the successful production of Joan of Arc was a notable event in the musical annals of the Institution and the city.

OUT OF TOWN.

Several of the pupils and ex-pupils took part in entertainments outside of the Institution.

(From the Woodstock Sentinel-Review, February 11th, 1909.)

The recital given in New St. Paul's was a musical treat, such as Woodstock seldom experiences, when the "Blind Boy Organist" led his audience through music's sunlit maze.

All that has appeared in the papers of Master Charlie Duff, enthusiastic though the references to his masterly playing were, hardly prepared one for the exquisite ethereal quality of his touch, the pure, clear sympathy of which drew and swayed his hearers with a power irresistible as it was unconscious. In common with all blind musicians the "Boy Organist" possesses a peculiarly searching insight into the sympathies of the masters whose works he interprets. It was as if, denied physical sight, he had turned the strong light of his genius with all the more comprehension on the studies he loves. Pathetic as it is to think of the young lad

deprived of sight, one cannot help realizing, after hearing him play, that his great loss is his greater gain, for to such as he music must always be a sweet consoler in every trouble.

As the tender tones of Wheeldon's Nocturne throbbed on the ear it was as if one stood under the wind-swept night sky, with the clear breeze whispering in the trees and laving one in its freshness; through it all was the undercurrent of regret which belongs to the hours of darkness. Raff's Cavatina, a simple singing melody of which it is hard to grow tired, was rendered with soothing softness, and Gounod's Marche Militaire showed the young musician's mastery of the organ and his powers of realistic portrayal. Rheinberger's Fugue from the Pastorale Sonata was a splendid exhibition of technique and interpretation. Rossini's Overture (William Tell) was Master Charlie Duff's triumph; in it he displayed a truly astounding knowledge of the requirements of this magnificent composition. There was no hesitancy, but the clear flowing of a masterly touch, and the wonder and beauty of it is all the greater when it is remembered that this blind boy is but sixteen years of age. Woodstock people will always welcome this young musician of great promise and heartily greet him when he comes again.

(From the Kingston Standard, March 8th, 1909).

The music by the choir, under the direction of the blind musician, Mr. H. C. Treneer, contributed much to the enjoyableness of the services. Mr. Treneer presided at the organ, and his playing was beautiful, marvellous in fact when his great handicap is considered. Only a born musician could finger the keys with the fidelity and skill which characterizes Mr. Treneer's playing. Mr. Treneer has been engaged as organist and choirmaster of the church, and yesterday was his initial appearance in his dual position. At the close of the evening service a short organ recital was given by Mr. Treneer, who played a number of beautiful selections in such a way as to show that he was master of the keys.

(From the Thessalon Advocate, June 18th, 1909).

Dunn's Valley, June 14.—Mr. John Nicolson, the celebrated blind tenor, gave his annual concert here on Saturday evening, and a large and appreciative audience greeted him. He was assisted by Miss B. Munholland, Miss A. McKenzie, Miss O. Mitchell, and Mr. James Dixon. Mr. James Singleton ably filled the chair. Despite his terrible handicap, Mr. Nicolson ranks among the leading vocalists of the day, and we wish him every success.

(Rydal Bank Correspondence of Bruce Mines Spectator, October 30th, 1908).

Mr. Jno. Nicolson, Blind Tenor, entertained a large audience here last Wednesday evening. Mr. Nicolson possesses a well-trained tenor voice of fine robust quality, his enunciation is excellent and all his numbers were loudly encored. Miss Etta Campbell and Miss Ruby Grigg of Bruce Mines played a duet with fine expression and splendid technique, the encore was responded to by Miss Campbell with the Scotch selections which were well received and vigorously encored.

(From the Brockville Recorder, November 6th, 1908).

George Street church was crowded to the doors last night, the occasion of the recital by Miss Irene Mallory and Mr. J. E. Boudreault, of Ottawa. The programme was varied and carried out without a hitch. The members of the Epworth League had charge of the entertainment and are to be congratulated over its success, socially and financially.

Mr. Boudreault is an Ottawa gentleman, with a baritone voice of rare culture. Though afflicted with blindness, he seemed to enjoy the surroundings, and received

well merited applause.

(From the Elkhorn, Man., Mercury, August 5th, 1909).

Miss Belle Elliott's musical recital on Tuesday evening in the Methodist church, surpassed the expectation of the listeners. This is the third successful appearance she has made on the platform here and each time her appearance and talents have been more thoroughly enjoyed and appreciated. Miss Elliott is the adopted blind daughter of Mr. and Mrs. J. Danbury, and for the past three years has been a pupil of the Brantford Institute for the Blind, and her work on Tuesday evening cannot be too highly praised, showing indubitably careful and intelligent training, and the instinctive power for grasping and overcoming difficulties, which seem to us unsurmountable. In face of the fact of the evening being exceedingly warm the church was almost filled and the audience gave their very best attention, Rev. Mr. Taylor filling the chair. Miss Elliott opened her recital with a solo, followed by an organ instrumental. Then a song with Auto Harp accompaniment. The fourth item, a recitation, "Robert of Sicily," was a special feature, but the best number was undoubtedly "Hear My Prayer." For this selection Miss Elliott received special comment in the Brantford papers last March. The reading from the raised print was something new to most of the gathering, and was enacted faultlessly. Eight other selections were enjoyed, including a duet, Miss Elliott and Mr. T. McLeod, which received a hearty encore. The proceeds amounted to thirty dollars, and all went home feeling they had not only spent a most enjoyable evening, but one that was instructive as well.

(From the Saskatoon, Sask., Phoenix, August 17th, 1909).

The concert given in the Third Avenue Methodist church by Miss Belle Elliott, pupil of the Brantford Institute for the Blind, was a treat for those who were able to attend. As an elocutionist Miss Elliott can hold her own with some of the best, and as a singer is worth while hearing. Miss Elliott was ably assisted by local talent.

(From the Montreal Witness, August 26th, 1909).

Master Charles Duff, the blind pianist, favored St. Lambert last evening with a piano recital, assisted by Mrs. Burland and Mr. R. A. Diploch. The town hall was crowded, and the audience greatly pleased with the performance of Master Duff, who has the promise of becoming a leading Canadian artist. Master Duff

is totally blind, and was a pupil of the Ontario Institute for the Blind, Brantford. He is ambitious, and is endeavouring to earn sufficient to study in Germany. His programme included the standard works of the great masters, and his technique and temperament left little to be desired.

A Presentation.

Though not properly included under the heading "Entertainments," the following item from the Buffalo Courier of July 18th, 1909, will interest ex-pupils who were at the Institution at any time during the past thirty-five years, Mr. Lambden being the oldest employee still in the service.

Brantford, July 15.—As a mark of their affection and good will, the officers and brothers of St. Jude's Sunday School recently called at the home of G. G. Lambden in Superior Street and presented him an address and set of pearl-handled knives and forks. Mr. Lambden has just retired as superintendent of their Sunday School, the duties of which office he faithfully fulfilled for fifteen years.

The rector, the Rev. T. A. Wright, after explaining the reason for their visit, read the following address, which is beautifully illuminated and enclosed in a

handsome frame:

Dear Mr. Lambden:—We feel that we would be remiss in our duty to you if we let this opportunity pass without expressing our deep appreciation of all you have done in St. Jude's Sunday School for so many years.

We know you have at all times had the best interest of teachers at heart and feel that you have acted as Superintendent of St. Jude's Sunday School

And by your loyalty to our beloved church, and your constant attendance at its services and the school, whenever possible, have set us an example we do well to follow. We shall miss your familiar face and kind words in the school, but hope you may continue to think of us and pray for us though absent from us.

Many have gone out from our school greatly profited by the blessings received there under your fostering care, and no one can know here how much that work may be multiplied by our Blessed Lord.

The harvest is not yet, but when it does come we look for many precious

sheaves being gathered as the result of your labour of love.

We hope you will accept this small token of our esteem for you while we pray that many years may be spared you still to labour here for the Honour and Glory of our Lord and Saviour, Jesus Christ.

In behalf of the Sunday School.

T. A. WRIGHT,

Rector.

CHAS. F. HOUSE,

Assistant Superintendent. EDWIN W. J. HUNT,

Secretary.

MAY LONEY,

Treasurer.

Mr. Lambden was completely taken by surprise, and with no little emotion made a grateful reply in terms which truly indicated that in this case "from the abundance of the heart the mouth speaketh."

Music.

The following pupils passed the Toronto College of Music Examinations:

Diploma (piano), Louise Deschenes. Diploma (piano), Thomas B. Kennedy. Diploma (vocal), Thomas B. Kennedy. Third year piano, first-class honours, Louise Deschenes. Third year piano, first-class honours, Thomas B. Kennedy. Third year vocal, honours, Thomas B. Kennedy. Second year piano, first-class honours, Ethel McQuade. Third year piano, first-class honours, Thomas B. Kennedy. Second year vocal, first-class honours, Richard Henderson. First year piano, first-class honours, Jean C. Chatelain. First year organ, first-class honours, Louise Deschenes. First year vocal, first-class honours, Richard Henderson. First piano harmony, honours, Ethel McQuade. First piano harmony, pass, Eva Johnson. First history, first-class honours, Ethel McQuade. First history, pass, Eva Johnson. First written harmony, first-class honours, Ethel McQuade. First written harmony, honours, Eva Johnson.

I repeat my recommendation that the instructor in piano tuning should be employed for the whole day, and not for the forenoon only, not only because some of his pupils require constant instruction and supervision, but also because it is not advantageous to the school to have teachers with divided interests. My predecessor, the late Mr. Dymond, after an experience extending over more than a score of years, was such a thorough believer in the principle of "one man one job" that he would not even consent to have one of the music teachers play the organ in a city church on Sunday.

The demand for instruction on the piano is always in excess of the supply of practice pianos, the latter being limited by the scarcity of rooms in which to place them—each piano requiring a separate room. It does not follow that every application for music lessons should be granted; some parents, who are most persistent in their requests on this line, ought to know, if they do not, that their children are physically or mentally incapable of becoming musicians; some children who have enough ability lack the industry and persistence necessary to make progress; hence the survival of the fittest.

With increased experience of the capacities and requirements of the blind, I hold more strongly the opinion that we make a mistake in confining the musical instruction to piano and organ, the theory used to justify that limitation being that blind men who can play on portable instruments are likely to get into bad company and take to drinking. If a blind man, or a seeing man, has not learned to say "No," the fact that he carns his living by playing the organ in a church will not keep him sober; if he has been taught to take care of himself, he can be

a total abstainer in a dance hall or a bar-room. So many occupations are closed against the blind that we should think seriously before further limiting their opportunities to earn a living. The following extract from a letter sent by Mr. W. G. Holmes, the Manager of the Ziegler Magazine, New York, to the Indianapolis Convention of Instructors of the Blind, puts the idea in practical form:

"There is another matter on which I would like to get information, and that is, how many of the schools attempt to maintain orchestras, and to teach their blind the use of other instruments than the piano? I went up the Hudson recently and a band of a dozen people furnished music, playing mainly the popular airs. I could not help but think what a fine thing it would be if blind people were furnishing this music. I never go over a Staten Island boat and see three or four husky Italians furnishing the music on the ferry boats that I do not regret that blind people are not doing this themselves. I always drop a nickel into the hat passed around, not because I want to give these fellows charity, but because I have been entertained by their music and am willing to pay for it, and I should have been pleased to have dropped a larger amount if the players had been blind people. Here in New York a great deal is paid out by the city for music in the parks in the evening, etc., and a band of twenty people furnish the music. If the blind were properly taught the use of these instruments, do you not think they could furnish this music, and do you not think it would open up a large field of employment to them?"

The writing of music in point by the pupils has not been satisfactory, on account of a lack of uniformity in the methods of instruction, the custom having been for each music teacher to dictate to his or her pupil, thus cutting down the time that should be devoted to the music lessons proper. For this reason we have, during the last couple of years, purchased more music in point than formerly, though not losing sight of the fact that every blind pupil should be competent to write music in point when dictated from the ink copy. To improve the character of the writing, and especially to attain greater accuracy in the spacing, I compiled a book of sixteen pages, and had it printed in New York point, containing the notes, characters, abbreviations, definitions, etc., with which the pupil must become familiar. I also compiled and printed a synopsis of the book in card form and had the cards varnished so that they will stand plenty of handling. It is intended to form a class with Miss Moore as the teacher, and each music pupil will be carefully instructed and examined on the contents of the book, until able to write music correctly from dictation.

Two books in point, containing the music of hymns used in the morning devotional exercises, have been printed, and the pupils will find these useful in connection with the class above referred to.

A book entitled "Notes on Harmony" was compiled by Miss Moore and printed in point for the use of her pupils.

Under the heading, "Sightless Teachers of the Seeing," E. H. McNiel, Director of Music in the State School for the Blind, Macon, Georgia, writes as follows in the New York Music Folio:

"I have often been asked the question, 'How can a blind man teach Music to a person who can see?' and the answer to this question involves much consideration. That he can teach has been thoroughly demonstrated and, I might say, it has been equally demonstrated that, under certain circumstances, he can not and should not undertake such work. In the first place, a blind man without an ear for music is absolutely unfit for the business; and then, no matter how good

his ear may be, even though he may have absolute pitch, he cannot rely implicitly on that. He must by all means acquire a correct knowledge of musical notation, and by musical notation I mean the staff, the shape of notes, the marks of expression and other musical characters used by the seeing. No matter how familiar he may be with the point system of music for the blind, this familiarity will only do him good personally and will not help him in any way in teaching the seeing. He must learn to translate everything by thought immediately from the point system to the staff. In other words, he must not think his music in the point system characters, but must think always of the notes as represented on the staff. For this reason, it is my opinion that a blind child, who is expected to teach music, should be taught from the staff in connection with the embossed music, so that from his very earliest musical education he may learn to associate the two. To teach some one to read a thing of which he has no knowledge himself is preposterous. It is a much discussed question as to the best method of teaching the staff to the blind. In my opinion, all blind music teachers should know the line letter. I am greatly indebted, for what success I have had in teaching, to the "Manual of Musical Notes," "Musical Signs for the Seeing," and "Marx' Universal School of Music," all of which are compiled by Mr. David D. Wood, of Philadelphia. One word further: I do not wish to, in any sense, undervalue any system of point music. Only the blind themselves know of what incalculable value they have been in the last fifteen or twenty years, and how they have placed music beneath our fingers, which could otherwise never have been read by us. I would commend especially the publications in New York Point and American Braille. Every blind music teacher, organist, or concert pianist ought to secure just as many as possible. There is nothing like having a complete repertoire. These point systems are, however, only made for our use, and we must, if we are thorough musicians, keep in touch with the real notation of music."

Many readers of this report, especially the ex-pupils, will be interested in the endeavour of Mr. Holmes, of the Matilda Ziegler Magazine, to provide popular music for the blind. In the announcement of the "Music Folio" Mr. Holmes says: "I have long realised the need of more popular and semi-popular music for the Blind. Many write that they teach music in communities that do not appreciate classical music, and that for lack of popular music they lose pupils; others who play at public places, where there is a demand for popular music, write that they are handicapped in their work by lack of it. This encouraged me to publish this number, and if it should meet with the success that I felt it would, it would then be issued as a Music Quarterly. The demand for it has exceeded my expectations, nearly a thousand orders having been received for this number, and the Musical Quarterly will begin in December. The price will be a dollar a year, paid in advance. It will be similar to this number, with possibly a leaning a little more toward the popular music. I am well aware that this will not meet with the approval of some of the schools, nor of many of the blind who want only classical music; but they do not have to take it or read it if they do not want to. The seeing have all kinds of music, and I simply want the blind, as far as possible, to have the same opportunity. I realize the wisdom of first inculcating a taste for the classical music in music students, and I do not advise the younger pupils to take this publication, until a good musical foundation has been laid, and then no harm can result from it. One reader wrote as follows: "Is the Yama Yama Man trash Music? If so, I must ask you to omit it from my number." I wrote him that doubtless he would call it very trashy music, but that we could not at that



price make up a special number for him, and I suggested that he cut out the pages containing this and other pieces objectionable to him. This piece has been very popular in the leading cafes of New York and other places which furnish music to their patrons. I wonder, if this party were eating in a cafe when it was being played, would he get up and walk out. All we can do is to give the Musical Quarterly a trial, and one year will tell whether or not there is a demand for it. Of course everyone will realize that this is not done for profit, for it is not expected that the receipts will pay its expenses; but if it gives pleasure, and if it enables some blind musicians to add to their incomes, then I will be satisfied with the labour and time spent. Suggestions and honest, intelligent and practical criticisms will at all times be gladly received. All communications for it should be addressed to 'The Musical Quarterly for the Blind,' 306 West 53rd Street, New York City."

The editor of the "Music Folio" endorses the views expressed in the following letter, received from a man who has been very successful in a line of music:

"Answering your valued letter, I beg to say that, notwithstanding the high-class musical education that was given to me and for which I am very thankful, I heartily endorse your sentiments relative to popular music for the blind. I was educated, as before said, to the classics, but after some years of devotion to higher grade of composition, I turned to the semi-popular, and along these lines I have made my reputation. The trouble I find with most of our schools for the Blind is that they aim too high with their music. In other words, many pupils have classical music drummed into them, whose literary attainments do not begin to keep pace with such a high standard of music. The one will not go without the other, is my experience. I do not believe in trash, but give me music for the people always."

DOMESTIC SCIENCE.

The work of this department is still restricted by the lack of room, the only place available for the use of the class being a small room—formerly a pantry—adjacent to the main kitchen. Miss Lee, the teacher, reports to the Principal as follows:

"In presenting my report on Domestic Science for the past year, I may say that the usual amount of work was accomplished, and the girls seemed to derive much benefit from the class. They always looked forward to their lesson with pleasure and, I feel sure, in two cases at least, the 'bit of housework' after four o'clock was the means of reconciling them to being away from home. It seemed to form a connecting link between home and school. I found the girls neat and clean and always anxious to do things right, though in the cases of the totally blind ones much watchful care had to be given; however, when they could work unaided, it afforded them the greatest pleasure to find they were becoming useful. We had theory once a week, when general talks on cooking were given, and recipes were written down for future use. In the practical work the pupils were given a chance to perform the different household duties in the kitchen, and they managed to keep it in good order all the time, while they learned the correct method of cooking many substantial and nutritious dishes, suitable for each meal in a day. We had soups, fish, meats, puddings, cakes, cookies, scalloped dishes, omelets, poached eggs on toast, croquettes, biscuits, cocoa and several other dishes; and when the food was ready, the class usually set the table properly, sometimes invited one



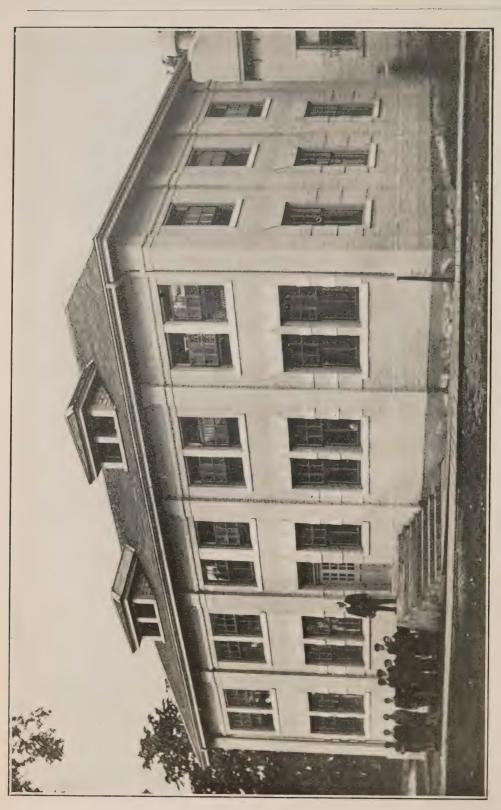
guest (a school friend) and had a social period, eating the result of their efforts. This part of the programme afforded an opportunity for a general talk on how to serve things, and to learn what knives, forks, etc., should be used with the different eatables. Though the work in this department was quite satisfactory, I feel that much more could still be learned by our girls in the way of household duties by giving them certain tasks daily in the school. This of course would require the supervision of an officer, but the effect would be to make the pupils more industrious and better women. I always have some pupils in my Domestic Science class who are old enough to be expected to know how to perform at least the simplest household tasks, but who are absolutely ignorant along that line. To my mind, there is no excuse for a parent bringing up a child that way, even though the child is blind. Such neglect, even though intended as an excess of kindness, has a tendency to make children helpless all the days of their lives, for the habits we form in our childhood cling to us through life."

SEWING.

Under the instruction of a careful and competent teacher, Miss Ella Cooper, thirty-five of the girls spent such time in the sewing room as they could spare from their literary, musical and other industrial classes. Their teacher reports that the girls were always eager to learn and that splendid progress was made in most cases. The whole class devoted one day each week to darning, in which there was much interest and improvement; thirteen pupils were promoted to and instructed in machine stitching. It is a great thing to have blind children find out how much they can do for themselves, and one who can make and mend her own garments must feel the pride of independence. Miss Cooper reports that some of the boys are anxious to learn something of plain sewing, and an attempt in that direction will be made. The articles made by the pupils during the session were: 174 pillow cases, 89 glass towels, 100 bath towels, 27 hammock pillows, 12 table napkins, 2 boys' coats, 3 pairs boys' pants, 4 boys' dickies, 9 clothes bags, 7 girls' pinafores, 13 aprons, 19 bibs, 3 table cloths, 4 night dresses, 13 blankets, 2 tray cloths, 1 white spread, 1 cap, 135 dusters, 3 window blinds, 8 comb and brush bags, 2 pairs drawers, 5 laundry bags, 71 dish cloths, 2 log cabin quilts, 1 underskirt, 3 underwaists, 3 men's nightshirts, 5 blouses and 2 dresses. Six dresses and one coat were made over. The following articles were mended: 12 pillow cases, 18 towels, 13 sheets, 6 white spreads and 13 dresses.

KNITTING AND CROCHETING.

Forty-three girls took lessons from Miss Haycock and Miss Burke in knitting and crocheting, and the work done was very satisfactory. Miss Haycock reports that some of the pupils returned from their homes with orders for various articles, which they at once proceeded to fill. The girls were especially busy before Christmas, making bed-room boots, slippers, mittens and gloves to send away to friends. Where there is a baby in the family at home, the pupil's fingers are pretty sure to be busy making little shirts, bootees, jackets and bonnets. These save the mothers considerable outlay, for they are expensive things to buy. Owing to the demands of the literary and musical work on the pupils' time, some of them could devote only two periods a week to the industrial work, which made progress slower than



it would otherwise have been. Besides such articles as have been mentioned, the pupils made fascinators, shawls and scarfs. The largest pieces of work were two skirts with fancy knitted waists attached, and three golf coats. Some very pretty work was done for the Toronto Exhibition, including a baby's carriage rug, the mate to which sold in Brantford for five dollars. It is noticeable that on the whole the work done by the blind pupils in the knitting room is equal in quality to that done by the sighted, and although a great deal of white wool is used, visitors remark upon the cleanness of the finished articles.

BEAD WORK.

Miss Cronk gave instruction in bead-work to thirteen boys and eighteen girls; Miss Hepburn taught fourteen girls. Among the articles produced by Miss Cronk's pupils were four electric light shades with frame-work of cut beads and fringes of seed beads; three electric light shades made entirely of cut beads; nine work baskets; seven vases; five handkerchief boxes; one handkerchief holder; five comb and brush trays; two water sets, eight pieces in each; one smoking set, five pieces; one five o'clock tea set, seven pieces; one buggy; six watch pockets; eight cradles; nine watch chains; twenty necklets; one purse; one opera glass bag; twenty square baskets; twenty-seven round jewel cases; one three-cornered jewel case; fourteen square jewel cases; thirty-one round baskets with handles; four three-cornered baskets; eight oval baskets with handles; nineteen pin trays; nineteen hairpin holders; six hair receivers; one hat-pin holder; thirty canoes; one hundred and seventy-nine napkin rings; one hundred and eight chairs; one churn; fourteen pitchers; ten cups and saucers; three tea cups; three sugar bowls; one table; one umbrella. In all over six hundred articles were finished, specimens from which were exhibited at the Toronto Fair.

WILLOW-WORK AND CANE-SEATING.

Fifteen boys were instructed by Mr. Donkin in basket-making, and eight in cane chair-seating. Several of them became quite expert and were able to make and sell baskets on their own account during the vacation. Two hundred and sixty-five baskets were finished in the workshop during the session, the sales amounting to \$251.53. Three thousand pounds of willow was sold to or procured for ex-pupils.

This trade, while not very lucrative, must still be considered one of the best for the blind, and the market for the products seems to be fairly steady. A blind man, working by himself, has more difficulty in selling the goods than in making them, and for that, among other reasons, I am still of opinion that the shop system, under sighted supervision, supplies the best conditions for blind men to work in.

HAMMOCK-NETTING.

Eighteen boys were trained in this department by Mr. Lambden. Sample products of their industry and skill were exhibited at the Toronto Fair. Some of the hammocks were very handsomely trimmed with colored fringes and pillows.

PRINTING.

Our printing office has been improved by the addition of a quantity of type made in Boston, and the output of books and cards for use in the school, particularly since the appointment of Miss Constance Roberts as printer on January 19th, has been quite satisfactory. In addition to the typesetting, making up forms, feeding the press, etc., it was necessary for our new printer to learn to translate the inkprint reading matter and music into the New York point letters and characters, setting the point type from the ink copy and putting the type into the stick from left to right, instead of from right to left, as it is done in printing offices where ink is used. By experience she learned just how much moisture and pressure were required to make the paper take a good impression, she also acquired expert knowledge of the various operations needed to make covers and bind books, and the result of less than a year's work is a stock of point books and cards which, the pupils say, are more legible by touch than any they had heretofore used. The type is large (double pica), the points are distinct, and the ordinary spacing (n quad) both in letter-press and music makes the proper separation between words or characters easily traceable. For convenience in handling, and to get more wear out of them, the books are made small, the average being not more than twenty-five pages. They are well indexed in point and have type-written labels on the outside of the cover. The editions run from fifty to one hundred and fifty, according to the probable demand.

Among the books so far completed are three hymn books, two books of music for the hymns, four recitation books, a key to the New York point, literary and musical; "Notes on Harmony," compiled by Miss E. Moore; arithmetic, spelling book, primer, etc. For the use of the little ones, who sometimes have wet or dirty fingers, which are very destructive to the points on white paper, some thousands of cards have been printed, of the same size as the book pages, and these cards have been varnished on both sides, so as to stiffen the points and make the surface impervious to water. The varnished points are very pleasant to the fingers, and the older pupils like to study from cards so prepared. Among the contents of the varnished cards are the multiplication table to twenty times twenty, the tables of weights and measures, the alphabet, contractions and small words introductory to the primer, the primer, the speller, description and definition of music signs, etc. These are assorted and put up in large envelopes, and the pupils use them freely. Our concert programmes, printed in point, are appreciated not only by the pupils, but by many ex-pupils to whom copies are sent by mail.

OTHER SENSES NOT SHARPENED BY BLINDNESS.

(From the Literary Digest, April 10th, 1909.)

The prevailing idea that blind persons are unusually acute in their remaining senses, particularly that of hearing, is without foundation, if we are to credit evidence presented in a letter to *Nature* (London, March 11) by John G. McKendrick. Blind people have not acute hearing and touch, he says; but their condition compels them to give abnormally close attention to the resulting sensation. Says this writer:

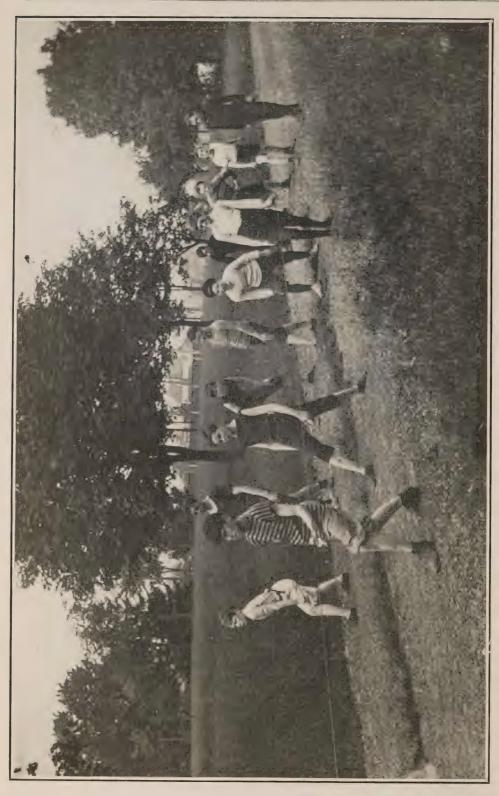
"It is a prevalent opinion that if a human being is bereft of one sense, one or more of the other senses become more acute, and thus establish a compensation. For example, it is generally believed that the blind have the senses of touch and of

hearing, more especially of touch, developed to a degree of acuteness not found in those who see, and that, in this way, the blind find their way about the world with an accuracy that is often surprising. The blind have even been credited with the ability to discriminate colours by the sense of touch, and some have attempted to support this supposition by an appeal to the sense of heat or cold, possibly, for physical reasons, associated with a particular colour. A compensating arrangement has also been attributed to the deaf, and more especially to the deaf-blind. Such notions, however, must be abandoned before the evidence of recent investigations."

The question, Mr. McKendrick goes on to say, has been recently discussed in a paper on the physiology of the blind, by Director Kunz, of the Institution for the Blind at Illzach-Mulhausen, Germany, with special reference to the observations of Professor Griesbach, made on a considerable number of blind persons in the institution, and also on pupils in the public schools of Mulhausen of the same age. The results, we are told, are somewhat surprising. To quote:

"As regards perception of the direction of sound, there is no difference between the seeing and the blind. The average distance at which sounds could be heard was essentially the same in both classes. As tested by Zwaardemaker's olfactometer, the delicacy of the sense of smell was rather in favor of the seeing. Griesbach used his own esthesiometer, with parallel pins on springs, instead of the old Weberian method with compasses, in testing the acuteness of touch, with the result that the average minimum distance, say on the tip of the forefinger, etc., at which two points were felt was greater in the blind than in the seeing; in other words, that the seeing had a finer sense of touch than the blind. It is generally supposed that the pulp of the forefinger of the right hand, which is used by the blind in feeling the points in Braille's system of teaching the blind to read, must be very sensitive, but this was found not to be the case. Too high a degree of sensitiveness to touch is rather unfavourable to discriminating the points in Braille's type, and it is curious that when, in the blind, the epidermis of the skin covering the right forefinger becomes thickened by manual labour or by laborious practice in 'reading,' the discrimination of the points becomes easier. It was observed, also, that sometimes in the blind there was a difference as regards receiving impressions between the two forefingers.

"There appears to be no evidence, therefore, that blindness, per se, increases the sensitiveness of the other senses, but, on the principle that if one sense is defective the others are likely to be also defective, the other senses, in the average blind, are less acute than in the seeing. How, then, are we to explain the wonderful way in which the blind avoid obstacles and find their way about? It has been supposed that by practice the skin of the face, in particular, becomes more sensitive, or, in other words, that the blind habitually pay attention to currents of air playing on their faces, and especially they may be influenced by sensations of temperature. They say that they 'know' they are near a wall because they 'feel' it, although they do not touch it. It would be interesting to examine the blind as regards the sensitiveness of the hot and cold spots of the skin revealed by Goldscheider and others. The theory of sensitiveness to the direction and temperature of air currents is supported by the observation that the blind do not so readily avoid an obstacle if the face is covered or even if they are blindfolded. gests the question: Are all so-called blind people absolutely insensitive to light? It is also believed that the blind pay almost involuntary attention to the direction and quality of sounds. The blind man 'taps' his stick. When snow is on the ground the blind have difficulty in avoiding obstacles. One must not forget, how-



ever, the psychical element that enters into the question. The effort of attention is superadded to the sensory impression. Impressions may reach the sensorium of which we are usually unconscious, but they may be detected by an effort of attention. This was strongly pointed out by Helmholtz. The senses of the blind are not more acute than those of normal people, but the necessities of the case oblige the blind to pay attention to them."

PHYSICAL CULTURE.

So long as weather conditions permit, the pupils are encouraged to take exercise in the open air. The regular walk after breakfast, down the centre walk and Palmerston Avenue, and back by Brant Avenue and the girls' walk, retains its popularity, many of the pupils proudly reporting that they had not missed the walk a single morning last session. The boys played football and short and long distance running, and the girls indulged in many little games of their own, besides making considerable use of their running track, with its wire guides. During a visit to Portland, Oregon, in the vacation, I inspected the apparatus in a public playground, used by seeing children in that city, and I have been figuring on the cost and usefulness of a giant stride and various forms of swings and teeters, with their adaptability for the use of the blind. When winter sets in, we have to depend largely on the work in the gymnasium, where instruction was given by Mr. Roney to 57 girls and six little boys, divided into three classes, and by Mr. Green to 45 boys, also divided into three classes. The weak point in practice about the gymnastic work is that the most delicate pupils generally ask to be excused from it on the plea that it injures their health; and it interferes considerably with shop work after the literary work is finished in the afternoons. Nevertheless, the gymnasium is a valuable appendage to the school, and I would be glad if we had a room and apparatus on the girls' side similar to those on the boys' side. With the consent of the Department, a small sum of money was expended for prizes to be competed for in the athletic contests on June 4th. The results were reported as follows in the city papers of June 9th:

"On Friday afternoon the pupils of the Ontario Institution for the Blind engaged in their annual athletic contests under the management of Messrs. Wickens, Roney and Green, with the other teachers and officers, and some visiting friends from the city, as interested spectators. Many of the boys and several of the girls had been in active training for several weeks, using the wired cinder paths to prepare for the short races and a portion of the Paris road for the longer ones. For nearly all the events the entries were numerous and the competition keen. Last night, after the evening reading, the prizes were distributed to the winners

by the Principal, the list of the fortunate ones being as follows:

Fifty yards race for girls under ten years: 1 Evelyn Henrich, 2 Muriel Stephenson.

Fifty yards, under twelve: 1 Teresa Thompson; 2 Geraldine McEwen.

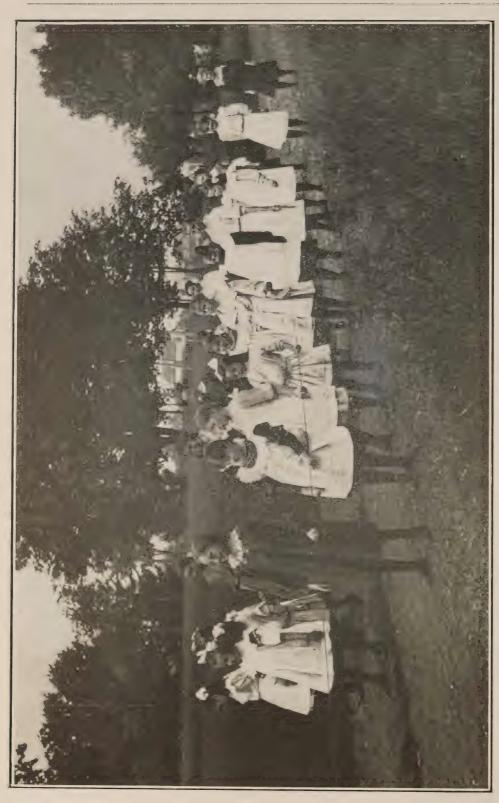
Relay race, won by team No. 1: Orville Frayne, Roy McCutcheon, Lyman Bartley and Norman McDonald.

Spoon and Egg Race: 1 Ethel Stevens, 2 Gretchen Wyld.

Boys under ten, fifty yards: 1 Leonard Sherman, Joseph Smith. Boys under 12, fifty yards: 1 Frederick Steele, 2 Howard Hawken.

Girls under fifteen, 100 yards: Ethel Stevens, Doris Hawley.

Putting the shot: Thomas Kennedy, Harold Elnor.



Boys, over fifteen, 100 yards: Harold Elnor, Thomas Kennedy.
Boys under fifteen, 100 yards: Roy McCutcheon, John Cundy.
Standing jump, boys over fifteen: Lyman Bartley, Thomas Kennedy.
Standing jump, boys under fifteen; Roy McCutcheon, William Thompson.
One hundred yards race, girls over fifteen, Gretchen Wyld, Emma Rooke.
Three-legged race: 1 Roy McCutcheon and Arthur Ouellette, 2 Norman McDonald and Orville Frayne.

Two-mile run: Orville Frayne, Arthur Ouellette, William Thompson, Walter

Rees.

W. B. Wickens

THE STAFF.

Minister of Education (in charge):

Hon. R. A. Pyne, M.D., LL.D.

Deputy Minister:

A. H. U. Colquhoun, B.A., LL.D.

Officers of the Institution:

Principal.
Assistant Principal.
Bursar and Storekeeper.
Physician.
Oculist.

Teachers:

Literary

W. D. WICKERS	·Litterary.
P. J. Roney	Literary.
Miss E. S. Rae	
Miss M. E. Walsh	
W. Norman Andrews, F.G.C.M	
Miss E. Moore	
Miss E. Harrington	
Miss E. Lee	
Miss L. H. Haycock	
Miss E. Cooper	Sewing and Darning.
Miss K. Burke	.Assistant Knitting and Sewing.
T. S. Usher	Piano Tuning.
W. B. Donkin	.Trades Instructor.
D. Green	. Supervisor of Boys.
Miss M. J. Cronk	Visitors' Attendant.
Mrs. J. Kirk	
Miss M. Stewart	. Girls' Nurse.
J. B. Wilson	Engineer.
G. G. Lambden	Carpenter and teacher of Sloyd and
	Hammock-netting.

G. Grierson.....Baker.

D. Willits..... Farmer and Gardener.

Ancient Wood Treest of th

BOOKS AND LIBRARIES.

Our importation of books from Louisville has been below the average, as it was thought judicious to spend more of the appropriation upon material to be used in our own printing office. The stock of Bibles in New York point was replenished, and we are indebted to Mrs. N. S. Williams, 336 Princess Avenue, London, for a complete set of the Bible in Moon type, which had been slightly used by her mother, the late Mrs. Ware.

I have had a good many applications for instructions and materials to teach the adult blind to read—generally persons who have recently lost their sight. With the alphabet and primer cards, described in the paragraph on "Printing," it is possible for any sighted person who can read to teach a blind friend, and I have been pleased to send free outfits to be used in such cases. It is necessary to impress on the "new blind" that patience and perseverance are required to learn to read by touch. Some expect to train the finger in a day, and become discouraged, whereas, if they would work along for a month, they would enjoy the comfort to be derived from books for the remainder of their lives. Our circulating library continues to supply the demand for books in raised type, free of cost and free of postage. The following is its record:

New readers during the year	13
Total readers during the year	43
Books issued during the year	164
_	
Total books issued2	,181
Total number of readers	162

CATALOGUE OF EMBOSSED BOOKS.

BOOKS IN NEW YORK POINT.

Books of Fiction.

Ancient Wo	d, Heart of the
Arabian Ni	ht's Entertainment
Bar Siniste	, TheRichard Harding Davis
Battle Grou	d, The (2 vols.)
Beside the	onnie Briar BushIan Maclaren.
Bob Son of	Battle (2 vols.)Alfred Ollivant.
Brobdingna	Jonathan Swift.
	ancies of
Crewe, Sar	Frances H. Burnett.
Curore (2	ols.) Edmondo de Amicis
Corner Cup	oard, Aunt Martha's
Daddy Dar	in's Dovecote
Daffydownd	llyNathaniel Hawthorne.
Dairyman's	DaughterLeigh Richmond.
Daphne	
Henry Esm	nd (3 vols.)
Fables and	airy StoriesJames Baldwin.
Fables, Æs	p's
Feathertop	
Golden Age	TheKenneth Grahme.
Hills, Tales	of the WhiteNathaniel Hawthorne.

Ivanhoe (condensed)	
January, Captain Laura Richards	
Jungle Book	
Jungle Book, SecondRudyard Kipling.	
Wenilworth (condensed)	
Kenilworth (condensed)	
Kindness, Stories of	
LilliputJonathan Swift.	
Fisherman's Luck	
Manse, Mosses from the Old	
Monicans, The Last of the (3 vols.)	-
Name, In His Edward Everett Hale.	۰
Nannette, Woodman's	
Phoebe Gay, Little	
Picciola (2 vols.)	
Pilot, The (2 vols.)	
Preston Girl, That	•
Purpose Starios of	
Purpose, Stories of	
Rebecca of Sunnybrook Farm (2 vols.)	
Richelieu Edward Lytton Bulwer.	
Robinson Crusoe (2 vols.)	
Sailing around the World (2 vols.)Joshua Slocum.	
Seven Gables, House of (2 vols.)	
Seven Little SistersJohn Andrews.	
Story Book, Wagner's	
Stories, Selected (2 vols.)	
Tales, Fairy Grimm Brothers.	
Tanglewood Tales	
Treasure Island Robert Louis Stevenson.	
Twin, The Queen's	
Tale of Two Cities, The (3 vols)	
Undine	
Via Crucis (2 vols.) Francis Marion Crawford	d
Virginian, The (3 vols.)	Lill. o
Work, The Day's	

Books of History and Biography.

Adventure, Stories of (2 vols.)	
Athens, A Day in	Plato.
Boys of Other Countries	
Boone and Other Pioneers	
Julius Caesar (2 vols.)	Fowler.
Cicero (2 vols.)	J. L. Strachan Davidson.
Discovery, Tales of (2 vols.)	Edward Everett Hale.
England, Young Folks' History of	Charlotte Yonge.
England in the Nineteenth Century (2 vols.)	Justin McCarthy.
English History (3 vols.)	David H. Montgomery.
East, Old Stories of	James Baldwin.
Extinct Civilizations, Story of	Robert Anderson.
France, Young Folks' History of (2 vols.)	
France, Pioneers of, in the New World (2 vols.)	Francis Parkman.
Franklin Roniamin Autobiography of	
Frederick the Great	Thomas Babington Macaulay.
French History Leading Facts in (2 vols.)	David H. Montgomery.
Frontenac and New France (2 vols.)	Francis Parkman.
General History, Civilization (3 vols.)	A. S. Barnes.
Conoral History Political (3 vols)	A. S. Barnes.
Georges The Four	wm. Makepeace Inackeray
Grandfather's Chair	Nathaniei Hawthorne.
Great Americans Stories of	Edward Eggleston.
Greece Voung Folks' History of	
Greek Stories Old	James Daluwin.
Greeks Story of the (2 vols)	
Industry Stories of	A. Chase and E. Clow.
Life Story of my (2 vols)	
Nanoleon (2 vols)	
Pioneer History Stories	
Plutarch's Lives, Selections from	J. S. White.

Pontiae, Conspiracy of (3 vols.)Francis Parkman.
Rome, Young Folks' History of
Slavery, Up fromBooker T. Washington.
Trail, The Oregon (2 vols.)Francis Parkman.
Wonder Book, The

Books for Language Study.

Beginners' Latin Book (2 vols.)Collar and Daniell.
Caesar, First Four BooksJ. H. and F. W. Allen.
Caesar, Talks with
Composition and Rhetoric (2 vols.)Virginia Waddy.
English, Higher Lessons in (2 vols.)Alonzo Reed.
Etymology, Condensed
French, Foundations in
Latin Grammar (3 vols.)J. B. Greenough.
Language Exercises
Literature, Latin (2 vols.)J. W. McKail.
Speller
Speller, Three Thousand WordJ. W. Westlake.
Vocabulary, Latin (3 vols.)J. H. Allen.

Books about Music.

Composers, Great German (3 vols.)J. Stieler.
Hymn Tunes
Mozart E. Prout.
Musical History, Lessons inJ. C. Fillmore.
Musical History, Manual ofF. L. Ritter.
Music and Culture
Music Talks with Children Thomas Tapper.
National Music of the World
Purity in Music
Musicians, Letters from Great
Musicians, Stories about (3 vols.)E. F. Ellet.
Operas, Standard (2 vols.)George P. Upton.
Operas, Stories of Famous
Organ MethodJ. Stainer.
Piano Forte Music, History ofJ. C. Fillmore.
Touch and Technic

Books of Prose Literature.

AddisonThomas B. Macaulay.
American Literature (2 vols.)F. V. N. Painter.
American Literature, Selections (2 vols.)F. V. N. Painter.
Character Samuel Smiles.
CliveThomas B. Macaulay.
Conduct of Life
English Literature (2 vols.)Brainerd Kellogg.
English Literature, Extracts (2 vols.)Brainerd Kellogg.
Hastings, Warren Thomas B. Macaulay.
Humorists, English (2 vols.)
Johnson, Samuel Thomas B. Macaulay.
Literary Friends (2 vols.)
John Milton Thomas B. Macaulay.
Peter the Great
Rab and His FriendsJohn Brown.
Self Help (3 vols.)Samuel Smiles.
Shakespeare, Tales from (2 vols.)
Sketch Book (3 vols.)
Tartars, Revolt of
Words and Their Uses. (2 vols.)

Religious Books.

Holy Bible, Vol. 1, Genesis and Exodus.
Holy Bible, Vol. 2, Leviticus to Deuteronomy.
Holy Bible, Vol. 3, Joshua to Second Samuel.
Holy Bible, Vol. 4, First Kings to First Chronicles.
Holy Bible, Vol. 5, Second Chronicles to Job.
Holy Bible, Vol. 6, Psalms to Song of Solomon.
Holy Bible, Vol. 7, Isaiah and Jeremiah.
Holy Bible, Vol. 8, Lamentations to Malachi.
Holy Bible, Vol. 9, Matthew to Luke.
Holy Bible, Vol. 10, John to First Corinthians.
Holy Bible, Vol. 11, Second Corinthians to Revelation.
Book of Psalms.
Gospel of Saint Matthew.
Gospel of Saint Mark.
Gospel of Saint Luke.
Gospel of Saint John.
Book of Common Prayer, (2 vols.)
Hymn Book. (2 vols.)
Living by the Spirit
Looking unto Jesus
Pilgrim's Progress (2 vols.)John Bunyan.
Two Addresses

Books in Mathematical, Geographical and Natural Science.

In Alaska	
Algebra, Elements of (2 vols.)	William G. Peck.
Animals, Chapters on	Philip Gilbert Hamerton
Animals, Wild, I Have Seen	Ernest Seton Thompson.
Arithmetical Reader	Frank H. Hall.
Arithmetic, Mental	Warren Colburn.
Arithmetic, New Primary	John H. Walsh.
Arithmetic, without a Pencil	
Australia	Mara L. Pratt.
Birds and Bees	John Burroughs.
Chemistry, Popular	J. Dorman Steele.
China	Mara L. Pratt.
Dog and Glacier, Adventures with	John Muir.
Earth, Story of	Henry G. Seeley.
England	Mara L. Pratt.
Europe, Glimpses of	
Europe. Northern	
First Steps in Science (4 vols.)	. Paul Bert.
Forest, At Home in the	•
Friends in Feather and Fur	James Johnston.
Geographical Discovery, Story of	John Jacobs.
Geography Essentials of	. G. C. Fisner.
Geography Physical (2 vols)	. Maurice F. Maury.
Geography, Werner's (2 vols.)	. Horace S. Tarbell.
Gulf Cn the	
India	. Mara L. Pratt.
Japan, Handbook of Modern (2 vols.)	Ernest W. Clement.
Lakon The Creet	
Life in the Seas	.Sidney J. Hickson.
Tiving Machine Ctory of	.H. W. Conn.
Nature Reader (4 vols.)	Julia Mchair Wilgit.
Neighbors Our Little	•
Old Ocean	•
Orient Cleatches of the	
Dhygialagy Applied (9 yolg)	.Freu. Overton.
Physiology Elementary (2 Vols)	. I Homas II. II anos.
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Physics Elements of (3 vols.)	Allieu I. dage.
Dloing On the	,
Plants Story of the	. Grant mion.
Primer, Health	•

Rockies, Among the
Solar System, Story of the
Southwest, In the
Tropics, The American
Woods, In the Maine (2 vols.)
World, Childhood of the
Zoology Popular I Dorman Stoolo

Poetical Books.

As You Like It.	.William Shakespeare
Burns' Poems	
Childe Harold	.George Gordon Byron.
Essay on Man	
Evangeline	
Hamlet	. William Shakespeare.
Hiawatha	. Henry W. Longfellow.
Holmes' Poems	Oliver Wendell Holmes.
Idyls of the King	.Alfred Tennyson.
Iliad	. Alexander Pope.
In Memoriam	. Alfred Tennyson.
Julius Caesar	. William Shakespeare.
King Lear	. William Shakespeare.
King Richard III	. William Shakespeare.
Lady of the Lake	.Walter Scott.
L'Allegro	
Lays of Ancient Rome	
Longfellow's Poems	
Marmion	. Walter Scott.
Macbeth	
Merchant of Venice	.William Shakespeare.
Paradise Lost	.John Milton.
Poems for Every Day Reading	
Princess, The	.Alfred Tennyson.
Samson Agonistes	
Saul and other Poems	
Schiller's Poems and Ballads	
She Stoops to Conquer	
Taming the Shrew	
Tempest, The	
Thanatopsis	
Twelfth Night	
Whittier's Poems	.John Greenleaf Whittier.

Readers and Spellers.

New York Point Primer, No. 1.
New York Point Primer, No. 2.
New York Point Primer, No. 3.
First Point Reader.
Second Point Reader.
Third Point Reader.
Fourth Point Reader.
Fifth Point Reader.
First Progressive Reader (2 vols.).
Second Progressive Reader (3 vols.).
Third Progressive Reader (4 vols.).
Fourth Progressive Reader (4 vols.).

Fifth Progressive Reader (4 vols.). Cyr's First Reader. Cyr's Second Reader. Rational Speller, First Year. Rational Speller, Second Year. Rational Speller, Third Year. Rational Speller, Fourth Year. Rational Speller, Fifth Year. Rational Speller, Sixth Year. Rational Speller, Seventh Year. Rational Speller, Seventh Year. Rational Speller, Eighth Year. Rational Speller, Supplementary.

Religious Books for Roman Catholic Readers.

Bible, Its Interpreter
Consoling Thoughts (2 vols.) St. Francis De Sale.
Catechism
Following of Christ, The (3 vols.)
Golden Sands (4 vols.)
Hail! Full of Grace (2 vols.)

Heart of Jesus of Nazareth
Leading Events in Church History (3 vols.)
Life of Christ (2 vols.) A I Mage
Little Lives of Great Saints (2 vols.) John O'Kana Murray
Mary in the work of Redemption E. Jeaniaguet
Sacrifice of the New Law
Selections from Cardinal Newman (2 vols.)L. E. Gates.
Spiritual Pepper and Salt
Wayside Tales (3 vols.)Lady Herbert
What Christ Revealed Louis Jouin
Workings of the Divine Will
Who and What is Christ?F. Roh.

BOOKS IN LINE LETTER.

Books of Fiction.

Adam Bede	
Alhambra, The (2 vols.)	Washington Irving.
Ben Hur (4 vols.)	. Lew Wallace.
Christmas Carol	Charles Dickens.
Cricket on the Hearth	Charles Dickens.
David Copperfield (5 vols.)	
Don Quixote (3 vols.)	Miguel de Cervantes.
Ivanhoe (3 vols.)	
Janet's Repentance	
Last Days of Pompeii, (3 vols.)	
Little Women (3 vols.)	
Marble Faun (3 vols.)	
Gods and Heroes of the North	
Old Curiosity Shop (3 vols.)	Charles Dickens.
Paul and Virginia	
Peasant and Prince	
Pickett's Gap	
Pickett's Gap Pilot, The	James Fenimore Cooper.
Pilot, The	James Fenimore Cooper.
Pilot, The Quentin Durward (2 vols.)	James Fenimore Cooper. Walter Scott.
Pilot, The	James Fenimore Cooper. Walter Scott. Arthur Gilman.
Pilot, The	James Fenimore CooperWalter ScottArthur GilmanNathaniel Hawthorne.
Pilot, The Quentin Durward (2 vols.) Saracens, Story of the (2 vols.) Scarlet Letter, The (2 vols.) Siegfried, Story of	James Fenimore CooperWalter ScottArthur GilmanNathaniel HawthorneJames Baldwin.
Pilot, The Quentin Durward (2 vols.) Saracens, Story of the (2 vols.) Scarlet Letter, The (2 vols.) Siegfried, Story of Silas Marner Talisman, The (2 vols.)	James Fenimore CooperWalter ScottArthur GilmanNathaniel HawthorneJames BaldwinGeorge EliotWalter Scott.
Pilot, The Quentin Durward (2 vols.) Saracens, Story of the (2 vols.) Scarlet Letter, The (2 vols.) Siegfried, Story of Silas Marner Talisman, The (2 vols.)	James Fenimore CooperWalter ScottArthur GilmanNathaniel HawthorneJames BaldwinGeorge EliotWalter Scott.
Pilot, The Quentin Durward (2 vols.) Saracens, Story of the (2 vols.) Scarlet Letter, The (2 vols.) Siegfried, Story of Silas Marner Talisman, The (2 vols.) Twice Told Tales	James Fenimore CooperWalter ScottArthur GilmanNathaniel HawthorneJames BaldwinGeorge EliotWalter ScottNathaniel Hawthorne.
Pilot, The Quentin Durward (2 vols.) Saracens, Story of the (2 vols.) Scarlet Letter, The (2 vols.) Siegfried, Story of Silas Marner Talisman, The (2 vols.) Twice Told Tales Tale of Two Cities (3 vols.) Tom Brown of Rugby (2 vols.)	James Fenimore CooperWalter ScottArthur GilmanNathaniel HawthorneJames BaldwinGeorge EliotWalter ScottNathaniel HawthorneCharles DickensThomas Hughes.
Pilot, The Quentin Durward (2 vols.) Saracens, Story of the (2 vols.) Scarlet Letter, The (2 vols.) Siegfried, Story of Silas Marner Talisman, The (2 vols.) Twice Told Tales Tale of Two Cities (3 vols.) Tom Brown of Rugby (2 vols.)	James Fenimore CooperWalter ScottArthur GilmanNathaniel HawthorneJames BaldwinGeorge EliotWalter ScottNathaniel HawthorneCharles DickensThomas Hughes.
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Books of History and Biography.

Charles Dickens.
Jane Edwards.
John R. Green.
J. C. Coveil.
Edward A. Freeman.
Leonnard Schillez.
Charles Kingsley.
Julia Ward Howe.
Justin McCarthy.
Leonhard Schmitz.
William J. Rolfe.
John J. Anderson.
Thomas W. Higginson.
William Swinton.
Peter Parley
Peter Parley.

World, History of	ne	Dr. Lardner.
Scott, Life of	*************************	R. H. Hutton
Caesar, Life of .		Jacob Abbott.

Juvenile Books.

About Old Story Tellers	.Donald G. Mitchell.
Among the Lawmakers (2 vols.)	. Edmund Alton
Arabian Nights' Entertainment	Samuel Elliott
American Progress, Stories of	Henrietta Christian Wright
Beauties of Nature	John Lubbock
Boys of Other Countries	Bayard Taylor
Blind Brother	Homer Green
Bible Stories	Emile Poulsson
Biographical Sketches	Michael Angenes
Black Beauty	. michael Anagnos.
Captain January	Laura F Dishards
Child's World (3 vols.)	Emile Poulsson
Constitution of the United States	.Emile 1 oursson.
Dairyman's Daughter	Loigh Dichmond
Fables for Children	. Deign Richmonu.
Fables	Tohn Cox
Fancies of Child Life	.John Gay.
Fairy Book	•
Grandfather's Chair	Nothanial Hawthanna
Heidi (2 vols)	Ichanna Carri
King Arthur, Tales of	Manganet W. Esperiment
Life of Christ	Imag Staller
Lazy Lawrence	James Starker.
Little Lord Fauntleroy	Energe Halana D
Madam How and Lady Why	Charles Hougson Burnett.
Politics for Young Americans	Charles Kingsley.
Popular Tales	. Charles Nordhoff.
Robinson Crusoe (3 vols.)	Henry Capot Lodge.
Sara Crawa	Daniel Defoe.
Stary Book (Virginia)	Frances Hodgson Burnett.
Story Book (Virginia) Short Life, Story of	T. 11
Swiss Family Robinson (2 vols.)	Juliana Horatia Ewing.
Swiss ramily Roblinson (2 vols.)	
Stories and Fables	. Hans Christian Andersen.
Tanglewood Tales (2 vols.)	. Nathaniel Hawthorne.
Two Little Confederates	Thomas Nelson Page.
Water Babies	Charles Kingsley.
Western Adventure, Sketches of	.J. A. McClung.
What Katy Did	
Wonder Book	. Nathaniel Hawthorne.
Woodman's Nannette	
World of Wonders	
Youth's Library (8 vols.)	

Books of Prose Literature.

American Literature, Compendium of
American Literature, Primer of Eugene Lawrence
American Literature and Peter the GreatJohn Lothrop Motley.
All the Russias E. C. Phillips.
Autocrat of the Breakfast Table (2 vols.)Oliver Wendell Holmes.
Architecture, Seven Lamps ofJohn Ruskin.
Character, Selections fromSamuel Smiles.
Clive, Lord
Essays Francis Bacon.
English Humorists
English Literature, Primer ofStopford Brooke.
Four Georges, The
Frederick the Great
Grenada, Conquest of (3 vols.)
History and John MiltonThomas B. Macaulay.
Heroes and Hero Worship (2 vols.)

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ahomet (2 vols.)	
lahomet, Successors to (2 vols.)	
atural Law in the Spiritual World (2 vols.)	
andbook of Natural Philosophy	let.
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rofessor at the Breakfast TableOliver W. Holmes.	
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dutarch's Lives, Selections fromJ. S. White.	
eru, Conquest of (4 vols.)	
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uskin, Selections fromEdwin Ginn.	
esame and LiliesJohn Ruskin.	
asselas	
tudy of Words (2 vols.)	
Theory of Sound	
Cenophon's Anabasis	,

Mathematical, Physical and Geographical Science.

lgebra (2 vols.)
rithmetic
rithmetic, Common School
stronomyJ. Norman Lockyer.
" Wonders of the Firmament
Book of Nature (2 vols.)
hemistry
reside ScienceJames R. Nichols.
eographyArnold Guyot.
Leographical ReaderArnold Guyot.
eological Story James F. Dana.
ntroductory Primer
ight and ElectricityJohn Tyndan.
ife and Her Children
Jatural Philosophy
bur World (2 vols)
Physical Geography
Physiology Carvin Cutter.
Obviology (2 vols)
Public School Temperance
Coology, Principles ofLouis Agassiz.

Books of Poetry.

Æneid (Latin Text)	
Childe Harold	George Gordon Byron.
Childe Harold	
Declamations	Alfred Tennyson.
Enoch Arden	Henry W Longfellow.
Evangeline	O Goldsmith and John Gay.
Goldsmith's and Gay's Poems Hamlet	William Shakespeare
Hamlet	TIONNY W Longfellow.
Thomatha	
Hymna (Carolina)	
Hymns (Boston)	Alford Monnygon
Hymns (Boston)	. Alfred Tennyson.
Idyls of the King Julius Caesar	.William Shakespeare.
Julius Caesar	.Henrick Hertz.
King Rene's Daughter King Lear	.William Shakespeare.
King Lear Lady of the Lake	.Walter Scott.
Lady of the Lake	. Thomas B. Macaulay.
Lady of the Lake Lays of Ancient Rome Layd Clive	.Thomas B. Macaulay.
Lays of Ancient Rome	

Lays of Ancient Rome (Worcester Type)	Thomas B Macaulay
Longfellow's Poems	Henry W Longfellow
Lowell's Poems	James Russell Lowell
Macbeth	William Shakesneare
Marmion	Walter Scott
Merchant of Venice	William Shakesneare
Midsummer Night's Dream	William Shakespeare
Paradise Lost (2 vols.)	John Milton
Paradise Regained	John Milton
Poetry of America	
Poetry of England	
Pope's Poems	.Alexander Pone
Prisoner of Chillon	.George Gordon Byron
Romeo and Juliet	. William Shakespeare.
Select Poems	•
Scott's Poems	.Walter Scott.
Shelley's Poems (Worcester Type)	.Percy Bysshe Shelley.
Tennyson's Poems	.Alfred Tennyson.
Temple, The (Worcester Type)	.George Herbert.
Whittier's Poems (2 vols.)	.John Greenleaf Whittier.
Wordsworth's Poems	William Wordsworth
Shakespeare, Life and Beauties of	

Religious Books.
Genesis.
Exodus and Leviticus.
Genesis to Leviticus. (The above bound together.)
Numbers and Deuteronomy.
Joshua to Ruth.
Numbers to Ruth. (The above bound together.) First and Second Samuel.
First and Second Kings.
Samuel and Kings. (The above bound together.)
First and Second Chronicles.
Ezra to Psalm LVII.
Chronicles to Psalm LVII. (The above bound together.)
Book of Psalms.
Psalm LVIII. to Ecclesiastes.
Song of Solomon to Jeremiah XXVI.
Psalm LVIII. to Jer. XXVI. (The above bound together.)
Jeremiah XXVII to Ezekiel.
Daniel to Malachi.
Jeremiah XXVII. to Malachi. (The above bound together.)
Matthew and Mark.
Luke and John.
Matthew to John. (The above bound together.)
Acts to Second Corinthians.
Roman Catholic Catechism.
Acts to Revelation. (The above bound together.)
Matthew to Luke.
John to First Corinthians. Second Corinthians to Revelation.
Matthew.
Mark.
Luke.
John.
Call to the Unconverted
Roman Catholic Catechism.
Book of Common Prayer.

BOOKS IN MOON TYPE.

Books of Literature.

Burns Poems	• • • • • • • • • • • • • • • • • • • •	Robert	Burns.
Evangeline		Henry	W. Longfellow.
Four Centuries of Poetry			
Lady of the Lake (2 vols.)		Walter	Scott.

Longfellow's Poems
William Shakognoone
Miles Standish
Nelson's Primer Longlenow.
Nelson's Royal Reader, No. 1 (2 vols)
Nelson's Royal Reader, No. 2, (4 vols.)
Nelson's Royal Reader, No. 3 (3 vols.)
Nelson's Royal Reader, No. 4, (6 vols.)
Paradise LostJohn Milton.
Prose and Poetry
Tempest, The
Tennyson's Poems
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Readers and Spellers.

Eclectic Primer. Phonetic Primer. Child's First Book. Child's Second Book. Child's Third Book. Child's Fourth Book. Child's Fifth Book. Child's Sixth Book. Child's Seventh Book. Butler's First Reader. Butler's Second Reader. Butler's Third Reader.

Genesis (2 vols.).

Butler's Fourth Reader. Butler's Fifth neader. Butler's Sixth Reader. Butler's Seventh Reader. First Star Reader. Second Star Reader. Third Star Reader. Fourth Star Reader. English Reader (2 vols.). Second Class Reader. Speller. Pronouncer and Definer.

Magazines

Religious Books.

Exodus (2 vols.). Leviticus (2 vols.). Numbers (2 vols.). Deuteronomy (2 vols.). Joshua (2 vols.). Judges (2 vols.). First Samuel (2 vols.). Second Samuel (2 vols.). First Kings (2 vols.). Second Kings (2 vols.). First Chronicles (2 vols.). Second Chronicles (2 vols.). Ezra, Nehemiah and Esther (1 vol.). Job (2 vols.). Psalms (3 vols.). Proverbs (1 vol.) Ruth, Ecclesiastes, Song of Solomon and Pilgrim's Progress (5 vols.). Lamentations (1 vol.). Isaiah (2 vols.).

Jeremiah (3 vols.) Ezekiel (3 vols.). Daniel (1 vol.). Hosea to Obadiah (1 vol.). Jonah to Malachi (1 vol.). Matthew (2 vols.). Mark (1 vol.). Luke (2 vols.). John (1 vol.). Acts (3 vols.) Romans (1 vol.). First and Second Corinthians (1 vol) Galatians to Philemon (1 vol.). Hebrews to Jude (1 vol.). Revelation (1 vol.). Sankey's Hymns (1 vol.). Loyal Responses (1 vol.). Hymnal Companion (7 vols.). Liturgy (Anglican) (1 vol.).

BUILDINGS AND GROUNDS.

A good deal of work has been done in completing the new workshop, including the plastering of the new tuning rooms, laying hardwood floors over the sheathing, and providing cupboards and shelving in the sloyd and hammock rooms. In the main building, hardwood floors were laid in the officers' dining room, practice rooms and lavatories; and the usual amount of painting, varnishing, kalsomining and glazing was done. Name plates and number plates have been affixed to the doors. The plastering was done by H. L. Wood, the carpenter work by S. F. Whitham and the painting and glazing by J. Tilley. New boilers have been installed, and the heating plant renewed on an improved system. New baths have been provided where required.

Minor repairs have been made to the board walks. I recommend the substitution of cement for plank on the girls' walk, the plank being now pretty well worn.

A good many of the birch trees on the grounds are dying, and it will be necessary to replace them by more hardy and durable varieties.

With the consent of the Department, a portion of ground, 2 4-5 acres in extent, facing on St. Paul's Avenue, was granted to the Parks Commission of Brantford, for use as a playground, on condition that those using it should do no harm to the property of the Institution. This plot has been separated from the farm land by a wire fence, and the city authorities levelled and seeded the playground, so that it will be ready for use in 1910.

FARM AND GARDEN.

Considering the quality of the soil on the portion of the Institution property devoted to farm and garden, and the cost of labour in proportion to its effectiveness, the only argument for the continuance of farming as an adjunct to the teaching of the blind is that at odd times it may be convenient to have within call a couple of able-bodied men. Some day, "the farm" will be cut up into city lots or converted into a city park. This year I have to report good yields of wheat and of hay; the oats, onions and early potatoes poor, affected by drouth; the late potatoes good; corn for table use and for the silo very good; turnips, carrots, beets, parsnips, mangels very good; apples scarce and of poor quality; early cabbage and cauliflower very good, later varieties not so good on account of the long drouth; summer garden produce all good; late celery very good; tomatoes abundant; grapes fair.

MISCELLANEOUS.

Products of the several industrial departments of the Institution were shown at the Canadian National Exhibition, Toronto. The collection included baskets, hammocks, knitted and crocheted goods, sewing and darning, and beadwork, each article being marked with the name of its maker, and the collection properly labeled as "Made at the Institution for the Blind, Brantford." Located in a conspicuous place among the educational exhibits, the work of the blind attracted much attention and was duly admired. A diploma was awarded.

The casual revenue of the Institution for the official year amounted to \$1,939.04, of which sum \$1,765.16 was for fees of pupils from the Provinces west of Ontario, paid by the Governments of those Provinces.

The knighthood conferred upon Mr. F. J. Campbell by His Majesty King Edward, among the birthday honours, was highly appreciated by the blind and their friends in Canada and the United States. During the summer visit of Sir Francis and Lady Campbell to America, a reception was held at the residence of their son, Mr. C. F. F. Campbell, in Cambridge, Mass., to which most of the workers for the blind were invited.

Mr. M. Raymond, 53 Wellington Street south, Hamilton, a successful piano tuner, and a former pupil of the Royal Normal College and Academy of Music for the Blind, wrote a letter of congratulation to Sir F. J. Campbell and received a reply from which the following is extracted:

"My Dear Raymond,—We were very pleased to hear from you again after so many years' silence. Many thanks for your kind congratulations. We value the honour conferred by the King, not so much for ourselves, as for the public recognition by His Majesty of the cause of the Blind, feeling that such an honour conferred upon a blind man must have a beneficial effect upon the status of the blind throughout the country. The many letters, telegrams and cablegrams received from the blind throughout the United Kingdom, Canada and the United States show that they believe this recognition will give a new impetus to the education and training of the blind. Yours faithfully, F. J. Campbell."

Among the visitors who honoured the Institution during the session were Rev. Arthur T. Barnard, the blind pastor of the Presbyterian church at Burk's Falls (a former pupil); Hon. J. Duff, Minister of Agriculture; Mr. C. A. Hamilton, Superintendent of the New York State School for the Blind at Batavia; Mr. Fletcher, a blind music teacher at Sydney, C.B., graduate of the Halifax School for the Blind, and Mr. Craft, the manual training teacher at Batavia who came to get pointers on basket-making in our workshop.

I have the honour to be,

Sir, Your obedient servant,

H. F. GARDINER,

Principal.

Brantford, October, 1909.

PHYSICIAN'S REPORT.

Hon. R. A. PYNE, M.D., LL.D., Minister of Education:

Sir,—In making my annual report for the year ending September 30th, 1909, I am glad to state that the health of officers and of the pupils, with one or two exceptions, has been good, and that few cases have been serious. On my daily visits to the Institution, there are generally some who require little attentions, but by this care, and prompt and careful nursing, the pupils-even those who are physically weak—generally improve physically and mentally as the session goes on. I may state, for the benefit of anxious parents and guardians of prospective pupils, that my experience in watching the children of this school teaches that most children do better, not only mentally but physically, from the day they enter the Institution. The regular hours for rising in the morning and retiring at night, as well as the daily routine of classes, meals, hours of recreation, etc., cannot help but have the effect of developing favourably both mind and body. In January, 1909, Assistant Principal Wickens developed an inflammation in right lung, which incapacitated him for a couple of weeks. He made a rapid and perfect recovery. The most unfortunate case in the year was a female pupil from eastern Ontario; owing to the severity of the weather, and the fact that her home was some distance from the railway, we removed her to the City Hospital, where she still remains, as her condition has only recently become such as to be considered safe to move her to her own home. I still feel that the girl pupils are at a disadvantage in not having a proper sick-room, and hope that in the near future this may be added, that none may be unnecessarily exposed to contagion in case of an outbreak. The new steam heating has been fully installed and I am looking forward to more perfectly ventilated rooms and less influenza and catarrhal colds, from which we have suffered so much in the past.

I have the honour to be,
Sir,
Your obedient servant,

JOHN A. MARQUIS.

Brantford, October 1st, 1909.

OCULIST'S REPORT.

To Hon. R. A. Pyne, M.D., LL.D., Minister of Education:

Sir,—I have the honour to report the results of the annual examination of the pupils' eyes.

There were present at the time of the examination nineteen new pupils, eight males and eleven females, an unusually small number. Of these nineteen cases two were blind from Ophthalmia Neonatorum, one male and one female; three from accidents, all males; seven from congenital conditions, and seven the result of various diseases in early childhood.

All were undoubtedly eligible to the Institution, the sight in most of them being

very defective and indeed in a few entirely absent.

I also examined fifty-nine pupils who had attended in former terms, thirty-one males and twenty-eight females. They showed the usual variation in amount of vision as compared with last year, but on the whole this variation is in the right direction, as a majority registered a slight degree of improvement.

No accidents to the eyes requiring attention were reported during the year, and all have been singularly free from acute troubles of the eyes or exacerbations of

their old troubles.

Respectfully submitted,

B. C. BELL.

Brantford, October, 1909.

LITERARY EXAMINER'S REPORT.

Hon. R. A. Pyne, M.D., LL.D., Minister of Education:

SIR,—In submitting my report I beg to state that I officially examined the various classes in the literary department of the Ontario Institution for the Education and Instruction of the Blind on June 7th to 10th, inclusive.

Under the heading of Miscellaneous I beg to offer a few suggestions.

In the following a detailed statement will be found.

Mr. Wickens' Classes.

Arithmetic.—In this class of six girls and twelve boys good work has been done in fractions and questions involving the use of fractional numbers. Nine problems

were given and one boy had all the answers correct, the marks of the class ranging from 34 per cent. to 100, with an average of 69.

Geography.—Continent of Africa. The answers, on the whole, were good. There were ten girls and fifteen boys present and they obtained marks from 34 per cent. to 100, the average being 77.

Physiology.—The examination was based on the nervous system and in a class of nine girls and thirteen boys the marks assigned were from 34 per cent. to 100,

with an average of 91.

Reading.—This class of six girls and twelve boys had no less than four divisions, which tends somewhat to weakness. The book used was the Progressive Reader IV., parts 1, 2 and 3, in point print. Some of the pupils showed appreciation of the sense, but most read mechanically. The marks assigned ranged from 40 per cent. to 80, averaging 66.

Latin.—Considerable progress has been made in this subject and the class seemed interested in the work. There were present seven girls and one boy. Sufficient of the grammar has been covered to enable the pupils to translate the first two chapters of the first book of Cæsar. The answers were very creditable, as the

marking, 50 per cent. to 100, with an average of 84, shows.

Bible Geography and History.—The Book of Exodus. This class, composed entirely of boys, twenty-nine in number, showed a grasp of the subject, with but few exceptions. Several received full marks, while the lowest mark was 50 per cent., the average being 90.

Spelling.—In this class of nine girls and eleven boys there were several good spellers with an occasional poor one. The marks given were from 38 per cent. to

100, with an average of 94.

Mr. Roney's Classes.

Arithmetic.—There were present thirteen girls and six boys whose answers were very creditable in addition, subtraction and multiplication, with easy problems. This junior class has some good material for senior work. The marks ranged from 44 per cent. to 100, with an average of 80.

Grammar.—Parts of speech and analysis of simple sentences. This class of seven girls and eleven boys had two divisions according to the work attempted.

The marks were from 50 per cent. to 100, averaging 90.

Geography.—Canada; map and book work of the Public School Geography. Three girls and eight boys were in this class and answered the elementary questions very well, receiving as marks from 75 per cent. to 100, with an average of 82.

Physiology.—Digestion, Respiration and the Circulation of the Blood. This junior class of one girl and eight boys obtained 13 per cent. in marks to 100, with

an average of 68.

Reading.—This is a large class of twelve girls and thirteen boys, of whom three were beginners. One pupil had learned to read before losing her sight and it seemed more difficult to master the point print than if she had not learned ordinary reading, but another year will no doubt bring satisfactory progress. Two girls read remarkably well and received full marks, the class receiving 25 per cent. to 100, with an average of 52.

Writing.—This is the senior class of six girls and eighteen boys. The samples of writing were excellent, with very few exceptions. The marks ranged from 60 per cent. to 100, averaging 82. Two boys presented such good work that I gave

them full marks.

Miss Walsh's Classes.

Arithmetic.—Problems involving fractions, percentage, measurements, etc. In this senior class the answering was good, three of the pupils receiving full marks for the eight questions given by the examiner. Six of the pupils, however, were very weak and not up to senior class standard. There were nine girls and seven boys present, and their grading was from 13 per cent. to 100, averaging 58.

English Grammar.—This is an intermediate class of eight girls and sixteen boys. The work covered the parts of speech, definitions, conjugation of six tenses, analysis and parsing of simple sentences. While three pupils gave no correct answers, the majority of the class showed a good grasp of the subject, several

receiving full marks, the average being 75 per cent.

Geography.—Definitions, physical features of Ontario, products of the Provinces. The most of this class have mastered their work and it is exceedingly interesting to observe how accurately and thoroughly these juniors can trace the leading railways, naming the principal towns, and also the lake and river system of Ontario. The class of eighteen girls and eight boys received marks from 25 per cent. to 100, with an average of 89.

Reading.—Point print, books 1, 2 and 3. This class of eleven girls and seven boys is divided into three sections and of the eighteen two have partial sight. The marks ranged from 50 per cent. to 100, with an average of 76. Excellent results

are obtained in this class, one girl receiving the maximum.

Writing.—Pencil writing, small letters, capitals, words and sentences. This is an intermediate class of eleven girls and fifteen boys. The marks varied from

20 per cent. to 95, with an average of 51.

Object Lessons.—This class of eighteen girls and eighteen boys during the term studied animals such as the ant, the oyster, the turtle, armadillo; also minerals, gunpowder, starch and other objects. During my examination a very instructive hour was spent in considering the ant and also the process of coining. The pupils, nearly all juniors, showed great interest in their work, and a remarkable grasp of the subjects under consideration.

Bible History.—Limits, the Gospel of St. Mark (first six chapters memorized), miracles and parables from other Gospels. In this class of Roman Catholic children, eight girls and nine boys, are some beginners, with the exception of whom the pupils passed a good examination, the marks for all ranging from 25 per cent.

to 100, with an average of 74.

Spelling.—Limits, Rational Spelling Book, second and third years. This class of nine girls and seventeen boys received marks from 34 per cent. to 100, with an average of 87.

Miss Rae's Classes.

Arithmetic.—This is a junior class of nine girls and fourteen boys, their work being multiplication tables to twenty times twenty, tables of weights and measures, problems in four rules, sharing. One boy received full marks, the class averaging 56 per cent., with a range from 20 to 100.

Grammar.—Analysis, complete study of verb and noun. In this senior class nine girls and fourteen boys were present. The answering, generally, was good, the marks ranging from 50 per cent. to 100, with an average of 78.

Geography.—Map geography and products of United States, of Central America and of South America. This intermediate class of five girls and eight

boys, with two or three exceptions, passed a creditable examination, with marks

from 17 per cent. to 100, giving an average of 75.

Physiology.—Circulation, etc., nervous system. An intermediate class of four girls and nine boys. Four pupils were very poor, but the rest did very well, several gaining full marks, the class marking being from 0 to 100 per cent., averaging 67.

Writing.—This junior class varied greatly in proficiency. The work was small letters, words and sentences, with pencil. One scholar wrote excellently, gaining 90 per cent., the marks ranging from 5 per cent. to 90, with an average of 46 in a class of ten girls and eight boys.

English History.—Lancastrian, Yorkist, Tudor and part of Stuart period, 1399 to 1660. Some pupils showed a good grasp of the subject while others were very poor. Of twelve girls and fifteen boys the marks were from 13 per cent. to 100,

with an average of 70.

Canadian History.—Period 1713 to 1812. The pupils in this subject are the same as those in English History, and, as a rule, the good ones were proficient in both branches of history. In a class of twelve girls and fifteen boys six obtained the maximum of marks, while one girl who received nothing in Canadian History obtained 25 in English History, the class averaging 63.

Bible History.—The Book of Exodus; History of Egypt. This class of twenty-three girls did well and obtained in marks from 34 per cent. to 100, with an average of 73.

Spelling.—Fifth Rational Speller. This class of nine girls and seven boys passed an excellent examination with marks from 67 per cent. to 100, with an

average of 96.

English Literature.—Lives of Longfellow and Whittier, with selections from their works; Shakspeare's Richard the Third. This senior class does good work, but better results would be obtained by giving attention to the easier authors, such as Tennyson and Longfellow, and omitting Shakespeare. Very few plays of the last named writer are suited to a mixed class of pupils that cannot read. The difficulties are evident to any person that has tried to teach pupils to whom every line must be dictated and frequently repeated. This class of eight girls and four boys passed a very creditable examination with marks from 50 per cent. to 100 (obtained by one girl), with an average of 75.

Composition.—Descriptive, historical and narrative composition. Essays by nine girls and three boys were submitted for examination. Of these two were excellent and were awarded 90 per cent. It was noticeable that these two pupils were among the highest in English Literature as well as in History. Of the twelve essays six were type-written. The marks were from 55 per cent. to 90,

averaging 72.

Miss Lee's Classes.

Arithmetic.—Here we have a class of beginners, consisting of six girls and six boys. Limits, addition from 1 to 13, subtraction, multiplication tables to 5 times

20. The pupils nearly all passed a good examination.

Reading.—Limits, point print letters and small words, First Reader. There were nine girls and seven boys present of various grades. Two pupils were using the cards for learning the letters. One boy who two years ago had to have his hand guided is now one of the best readers in the class. This is the boy to whom

I made favourable reference in my last report. A good example is here presented of the reward of sympathy and patience on the part of the teacher. One girl was proficient enough to receive the maximum mark, the rest receiving from 40 per cent. to 85, the average of the class being 69.

Spelling.—Limits, words of two and three letters, names of familiar objects (classified). This class of ten girls and seven boys did well in the examination.

Bible History and Geography.—The Book of Genesis, Ten Commandments, Lord's Prayer, selected Psalms. The answering in this class of nine girls and nine boys showed faithful work.

Kindergarten.—Eleven girls and nine boys showed great interest in their work, and in fact it was more like play than work. Excellent results have been obtained in picture-sewing, weaving, paper-folding, pasting, raffia-work, making clay models, leather-lacing, etc. It is astonishing to observe how these blind children distinguish shape, size and general effect of combinations. In music these children gave some vocal selections with heartiness and good effect, Miss Lee playing the accompaniments on the piano.

Miss Haycock's Classes.

Bible History.—Principal Biblical characters from the Creation to Elisha, first five chapters of Matthew. In this class of twelve girls there are two beginners who, however, passed fairly well; several obtained full marks, the class ranging from 40 per cent. to 100, with an average of 81.

Spelling.—Rational Speller as far as section 80 of the third year. Fourteen girls and five boys were present. The session's work has evidently been well done as is shown by the marking, from 34 per cent. to 100 with an average of 90.

MISCELLANEOUS.

Physical Culture.—Mr. Roney conducts two classes of girls, twice a week each. Twenty girls performed exercises with dumb bells and proved far more proficient than the class of last year. Mr. Green conducts the training of the boys in two classes, twice a week each. Twenty-seven boys went through a series of evolutions and presented a marked improvement over the boys of 1908.

Basket-making and Cane-scating.—In the former department there are fifteen boys under the direction of Mr. Donkin and in the latter eight. Excellent samples of workmanship were presented. In most of the baskets, instead of cane or willow, board is used for the bottoms, in which holes for the willow are bored by the engineer, Mr. Wilson, who also prepares the brass guides for the "slates" used by the pupils in writing in the Institution.

Hammocks.—Eighteen boys received instruction from Mr. Lambden in netting hammocks and horse-nets, and their well finished articles are the best proof of their proficiency and deserve the highest praise. The new workshop is nearing completion. In it there will be six benches with accommodation for two pupils at each for manual training. There will be room for tuning and repairing ten pianos.

In the following departments I had the assistance of Mrs. Passmore, who inspected the work:

Domestic Science.—Six girls are under the direction of Miss Lee, who gives instruction in general cooking, house-keeping and nutrition. The girls presented a tidy appearance with their white aprons. The kitchen is far too small and totally inadequate for really successful work.

In knitting and crocheting there is a large class of over forty under the care of Miss Haycock, to whom great credit is due for the very satisfactory exhibits of the work accomplished by the pupils. A point worthy of note is that, notwithstanding the great amount of handling in making the goods, the most delicate fabrics are free from spots or stains. Among the articles made may be mentioned a baby-carriage coverlet, opera shawls, fascinators, baby-jackets, gloves and golf-jackets. The pupils are greatly interested in the work, and the fact that an exhibit is being prepared for the Fair at Toronto proves a great incentive for diligence on the part of the pupils. This last remark will also apply to the boys in the workshop under the care of Mr. Lambden and Mr. Donkin.

Sewing and Darning.—Under the direction of Miss Cooper thirty-five girls are taught plain sewing and darning. In making garments everything is done by the pupils except the buttonholes. Miss Cooper teaches the girls economy. As an example of this, it may be stated that a quilt has been made out of odd pieces of material around the place; this quilt will be on exhibition in Toronto. Some samples of darning presented were excellent. This department is certainly most important from the standpoint of what is practical.

Bead-work.—Miss Cronk conducts a class of eighteen girls and thirteen boys most successfully. Among the articles made may be mentioned a brush and comb holder, handkerchief holder, pincushions, work-basket, purse and doll's cradle. Some of these are useful, while others are for ornament, as may be instanced a five-o'clock tea-set. Miss Hepburn also has a class of fourteen girls, whose work is very creditable.

Printing.—The printing plant installed for the use of the Institution has proved of great service and it is to be hoped that an edition of a Canadian authorized Spelling Book will soon be issued in point print. The Speller now in use is objectionable on the ground that it is a foreign work and the spelling of some words in the ordinary type edition differs from that in the point print edition, in which an attempt is made at phonic spelling, but only in some words. It will be time to introduce phonic spelling into an Institution such as the O. I. B. when a satisfactory basis has been attained. Meanwhile, the authorized spelling should prevail, based on a purely Canadian authorized work. Such a point print Speller would be of invaluable assistance to the blind. Miss Roberts, who is in charge of the printing department, is doing well.

Domestic Science.—It would be wise on the part of the Government to provide more extensive accommodation for domestic science referred to in the previous part of this report.

Workshop.—In the workshop for manual training and piano tuning a small extra grant from the Government is recommended to finish all the outer walls with plaster. This is really needed to complete the building.

All of the foregoing is respectfully submitted.

S. F. PASSMORE, M.A.,

Examiner.

REPORT ON MUSICAL INSTRUCTION.

Hon. R. A. PYNE, M.D., LL.D., Minister of Education:

SIR,—I have the honour to present my report on the Musical Instruction given at the Ontario Institution for the Education of the Blind, Brantford.

I am glad to be able to say that the same standard of good work which has prevailed in previous years is maintained, and consequently good progress has been made during the past session. The Institution is affiliated with the Toronto College of Music; eight students passed various examinations at the College this year, and two of them, Louise Deschenes and Thomas Kennedy, won diplomas, the first named the piano diploma, and the second both the piano and vocal diplomas of the College.

The examination, which was held on May 31st and June 1st, was, as in former years, conducted under the heads of piano, organ, singing (solo singing and choral class), and theory of music (including Harmony, Counterpoint and Musical History). Forty-nine pupils were studying the piano, two the organ, four solo singing and seven musical theory.

There are four grades of pupils in piano-playing, and grades I and II are subdivided into classes A, B, and C. In class A of the first grade there are twelve pupils (beginners), of whom two are bright and promising, eight fair and three slow. In class B there are fifteen pupils; five are good, seven fair and three dull. Of the four pupils in class C two are bright, one is fair and the other slow. In grade II there are eleven pupils. The three pupils in class A are doing fairly well. Of the three pupils in class B two are bright and one fair. Of the five pupils in class C one, who passed the first examination of the College of Music with first-class honours, is doing very well. Of the remaining four, one is fair and the others slow.

The pupils in the first two grades are, and have been for several years, under the tuition of Miss Moore and Miss Harrington. I cannot speak too highly of the care and attention these ladies give to their pupils. While the most promising ones are being well looked after with regard to touch, ear-training, etc., those who are not so gifted are by no means neglected, for I find the same thoroughness in the teaching of all of these young students.

The four pupils in grade III. are all doing well and will probably give a good account of themselves in the next year or two. One of these pupils passed the second examination of the Toronto College of Music with first-class honours.

The three pupils in the highest grade are good players; two of them passed the third examination of the College of Music with first-class honours and, as has been already mentioned, have obtained the piano diploma of the College; the other, a youth of sixteen, is possessed of exceptional talent and will undoubtedly make his mark.

Two pupils were examined in organ playing; one of them, the youth above mentioned, exhibited marked ability in the playing of some standard music; the other passed the first organ examination of the College of Music, obtaining first-class honours.

A new organ is much needed to replace the present old and unsatisfactory instrument. Organ-playing has been so marked a feature in the musical department of the O. I. B. that it would be a great pity were the efforts of the organ students discouraged for the want of a new and modern instrument.

There were four pupils examined in solo-singing, two girls and two boys. One of the girls possesses a light soprano voice which she uses very well; the other, a mezzo-soprano, is making satisfactory progress. The two young men, baritones, both sing quite well and have made good progress during the year. One of these latter has obtained the second vocal examination of the Toronto College of Music, with first-class honours, and the other the vocal diploma of the College.

Of the seven pupils who were examined in one or more branches of the Theory of Music, two passed the first year Theory examination of the College of Music, one of them obtaining first-class honours in Written Harmony and Musical History and honours in Piano Harmony, and the other honours in Written Harmony and pass in Musical History and Piano Harmony. The other five wrote papers set for them in Harmony, Counterpoint and Musical History. The marks obtained were from 55 to 80 per cent. in Harmony, from 42 to 88 per cent. in History, and from 40 to 85 per cent. in Counterpoint. These results are very good and bear testimony to the excellent teaching ability of Miss Moore who has charge of the Theory students.

The singing of the Choral Class (34 members), again demonstrated how much the students enjoy this side of their musical work. After some preliminary vocal exercises, several choruses from A. R. Gaul's cantata "Joan of Arc" were given a spirited and intelligent rendering, the soprano and baritone solos in the work being well sung by two of the students.

There are seventeen pupils in Mr. Usher's class for piano tuning; all except three are also studying the piano. No graduates are reported this year. All the pupils are making satisfactory progress.

The musical department of the O. I. B. is apparently well managed under the direction of Mr. W. Norman Andrews. Some features of this department are: a clearly outlined graded course, especially for pupils in the preparatory grade; a method of enabling blind teachers to give instruction to sighted pupils, which was referred to in last year's report; a well ordered music library, and a collection of hymns and tunes in New York point print, printed and bound in the Institution.

I have the honour to be,

Sir,

Your obedient servant,

W. E. FAIRCLOUGH.

Toronto, August 6th, 1909.

ONTARIO INSTITUTION FOR THE BLIND.

STATISTICS FOR THE YEAR ENDING 30TH SEPTEMBER, 1909.

1.—Attendance.			At	ten	da	no	ee.	
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	-			Male.	Female.	Total.
Attendance	for nortion of vega	ending 30th	September, 1872	20	14	34
11 ttendance			er, 1873	44	24	68
. 66	101 year chains oo	66	1874	66	46	112
6.6	"	66	1875	89	50	139
6.6	6.6	. 66	1876	84	64	148
66	. 66	6.6	1877	76	72	148
6.6	66	66	1878	91	84	175
66	. 66	66	1879	100	100	200
66	66	66	1880	105	93	198
66	66	66	1881	103	98	201
66	. 66	"	1882	94	73	167
66	44	6.6	1883	88	72	160
66	1 to 12 to 44	46	1884	71	69	140
66	10	6.6	1885	86	74	160
66		6.6	1886	93	71	164
66	- 66	- 44	1887	93	62	155
66	64	66	1888	94	62	156
6.6	66	6.6	1889	99	68	167
66	66	66	1890	95	69	164
66	66	6.6	1891	91	67	158
66	- 66	6.6	1892	- 85	70	155
66	66	- 44	1893	90	64	154
66	66	6.6	1894	84	66	150
66	66	66	1895	82	68	150
66	"	66	1896	72	69	141
66	**	6.6	1897	76	73	149
66.	66	6.6	1898	74	73	147
66	16	66	1899	77	71	148
44	66	66	1900	77	67	144
66	66	6.6	1901	72	66	138
66	44	44	1902	68	70	138
46	66	66	1903.	67	64	131
66	66	66	1904	68	66	134
6.6	* **	44	1905	67	74	141
44	"	6.6	1906	71	76	147
66	66	66	1906	72	70	144
66	66	44	1907	71	68	139
£ 6	46	4.6	1908 1909	72	70	142

II.—Age of Pupils.

	No.		No.
Seven years. Bight " Nine " Ten " Eleven " Twelve " Thirteen " Fourteen " Fifteen " Sixteen " Seventeen "	3 10 2 6 7 8 15 9 12 14 13	Eighteen years Nineteen " Twenty " Twenty-one " Twenty-two " Twenty-tree " Twenty-four " Twenty-five Over twenty-five years Total	9 8 1 6 4 3 3 1 8

III.—Nationality of Parents.

	No.		No.
American Canadian English Irish Italian Galician German Hungarian	3 82 30 8 1 1 2	Norwegian Russian Scotch Unknown Welsh	1 11 1 1

IV.—Denomination of Parents.

_	No.		No.
Christian Science Congregational. Baptist Disciples Episcopalian Methodist Presbyterian Roman Catholic	1 8 1	Salvationist Lutheran Jewish Greek Catholic Unknown United Brethren	1 1 2 1

V.—Occupation of Parents.

	No.		No.
Agents Bar-tender Barber Bricklayer Blacksmiths Chief of Police Carpenters Clerk Caretaker Contractors Cooper Cooks Clergyman Drover Electrician Engineers Farmers Firemen Gardeners Government officer Grocer Hackman Hostler Hotel-keeper Laborers Lawyer	2 1 1 2 1 5 1 1 2 1 2 1 1 2 1 1 2 3 7 2 3 1 1 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1	Manufacturers. Machinists Mason Merchants Military Moulder Miner Painter Printer Plasterers Physician Plumber Policeman Sailors Shoemakers Railway employee Rancher. Tanner Tanner Travellers Teamsters Trasmiths Warehouseman Unknown. Total	2 2 2 1 5 1 1 1 1 1 1 2 2 1 1 1 1 2 2 2 2

VI.—Cities and Counties from which pupils were received during the official year ending 30th September, 1909.

County or City.	Male.	Female.	Total.	County or City.	Male.	Female.	Total.
District of Algoma City of Belleville County of Brant City of Brant City of Brantford County of Bruce "Carleton "Dufferin "Dundas "Durham "Elgin "Essex "Frontenac "Glengarry "Grenville "Grey City of Guelph County of Haldimand "Haliburton "Halton City of Hamilton County of Hastings "Huron City of Kingston County of Kent "Lambton "Leeds "Lanark "Lennox "Lincoln City of London County of Middlesex District of Muskoka	1 1 1 1 3 1 1 1	1 4 2 1 1 1 1 1 1 1 1 1 2 4 4 1 6 6 2	4 1 5 3 1 1 1 1 2 4 4 1 2 2 2 7 5 2 2 2 3 7 2	District of Nipissing County of Norfolk "Northumberland "Ontario City of Ottawa County of Oxford "Peel "Perth "Peterborough "Prince Edward "Prescott "Renfrew "Russell City of St. Catharines "St. Thomas "Stratford County of Simcoe "Stormont City of Toronto County of Victoria "Waterloo "Welland "Wellington "Wentworth "York *Saskatchewan *Alberta *Manitoba *British Columbia District of Parry Sound	1 1 2	1 2 2 1 1 1 1 3 3 3 2 70	2 10 3 2 1 1 1 1 2 2 1 3 3 2 2 5 4 4 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

^{*} On payment.

VII.—Cities and Counties from which pupils were received from the opening of the Institution till 30th September, 1909.

County or City.	Male.	Female.	Total.	County or City.	Male.	Female.	Total.
District of Algoma City of Belleville County of Brant City of Brantford County of Bruce "Carleton "Dufferin "Dundas "Durham "Elgin "Essex "Frontenac "Glengarry "Grenville "Grey City of Guelph	8 3 9 16 9 2 2 3 4 7 14 5 8 2 10	4 1 7 12 11 2 1 3 4 6 20 3 1 2 12 12 13 14 14 15 16 16 17 18 18 18 18 18 18 18 18 18 18 18 18 18	12 4 16 28 20 4 3 6 8 13 34 8 9 4 22	County of Haldimand "Halton City of Hamilton County of Hastings "Huron City of Kingston County of Kent "Lambton "Leeds "Lanark "Lennox "Lincoln City of London District of Nipissing County of Middlesex District of Muskoka	$\begin{bmatrix} 4 \\ 7 \\ 15 \\ 5 \\ 13 \\ 7 \\ 10 \\ 19 \\ 14 \\ 4 \\ 3 \\ 12 \\ 7 \\ 10 \\ \end{bmatrix}$	5 3 19 5 13 4 6 7 4 1 3 10 4 13	9 10 34 10 26 11 16 26 18 8 5 6 22 11 23

VII.—Cities and Counties from which pupils were received from the opening of the Institution till 30th September, 1909.—Continued.

County or City.	Male.	Female.	Total.	County or City.	Male,	Female.	Total.
County of Norfolk "Northumberland "Ontario. City of Ottawa County of Oxford "Peel "Perth "Peterborough "Prince Edward "Prescott "Renfrew "Russell City of St. Catharines "St. Thomas "Stratford County of Simcoe	11 5 8 22 7 2 5 13 7 4 8 5 2 3 3 11	9 10 5 11 1 10 5 2 6 3 2 2 1 11	20 14 18 27 18 3 15 18 9 4 14 8 4 5 4 22	County of Stormont City of Toronto County of Victoria "Waterloo "Welland "Wellington "Wentworth "York *Province of Quebec *Saskatchewan *United States *British Columbia *Manitoba District of Parry Sound *Alberta	62 8 12 8 10 10	49 2 5 5 8 10 16 1 5 2 3	5 111 10 17 13 18 20 34 5 8 1 2 5 1 5

* On payment.

VIII.—Cities and Counties from which pupils were received who were in residence on 30th September, 1909.

	9	oun s	septer	mber, 1909.			mm
County or City.	Male.	Female.	Total.	County or City.		Female.	Total.
District of Algoma City of Belleville County of Brant City of Brantford County of Bruce "Carleton "Dufferin "Dundas "Burham "Elgin "Essex "Frontenac "Glengarry "Grenville "Grey City of Guelph County of Haldimand "Haliburton "Halton City of Hamilton County of Hastings "Huron City of Kingston County of Kent "Lambton "Leeds "Lanark "Lennox "Lincoln City of London "Woodstock County of Middlesex District of Muskoka "Nipissing	1 1 1 1 1 1 3 3 2 2 2 1 1 1 1 1 1 1 1 1		3 1 3 2 1 1 1 2 2 2 1 6 6 2 2 2 2 2 2 2 2 2 2	County of Norfolk "Northumberland "Ontario City of Ottawa. County of Oxford. "Peel "Perth "Peterborough. "Prince Edward "Prescott "Renfrew "Russell City of St. Catharines "St. Thomas. "Stratford County of Simcoe "Stormont City of Torouto County of Victoria "Waterloo "Welland "Wellington "Wellington "Wentworth "York British Columbia Quebec Manitoba District of Parry Sound "Rainy River Saskatchewan Alberta City of Woodstock	1 1 2 1 9 2 1 1 2 2	2 1 1 1 10 1 1 1 1 1	2 9 3 2 1 1 4 1 19 2 1 3 2 1 1 3 2 113
Nipissing							

Ontario Institution for the Education of the Blind. Brantford, Ont., Canada. Maintenance Expenditures for the year ending 30th September, 1909. Compared with preceding year.

		30th Se Average	ept at	emb tend	er,	1908. ee, 116.	30th September, 1909. Average attendance, 116.			
Items	Service.	Total expenditure, 1908.		Yearly cost.	Average 116.	Weekly cost.	Total expendi- ture, 1909.	Yearly cost.	Weekly cost.	
		\$	c	. \$	c.	c. mls.	\$ c.	\$ c.	c. mls.	
1	Medicines and Medical Comforts.	_ 98	60		85	1.6	105 76	91	1	
2	Butcher's Meat, Fish and Fowls.	1,586	74	13	68	26.2	1,716 57	14 79	28.4	
3	Flour, Bread and Biscuits	495	06	4	27	8.2	564 67	4 87	9.3	
4	Butter and Lard	1,664	51	14	35	27.5	1,659 40	14 30	27.5	
5	General Groceries	1,140	27	9	83	18.	1,216 93	10 49	20.1	
6	Fruit and Vegetables	215	85	1	86	3.5	171 63	1 48	2.8	
7	Bedding, Clothing and Shoes	115	83		99	1.9	180 04	1 55	3.	
8	Fuel-Wood, Coal and Gas	4,023	39	34	68	66.7	3,968 66	34 21	65.8	
9	Light—Electric and Gas	1,071	63	9	32	17.7	1,001 45	8 64	16.6	
10	Laundry, Soap and Cleaning	272	57	2	36	4.5	337 87	2 91	5.6	
11	Furniture and Furnishings	, 629	02	5	42	10.4	797 92	7 74	15.	
12	Farm and Garden — Feed and Fodder	588	79	5	07	9.7	871 47	7 51	14.4	
13	Repairs and Alterations	1,120	63	10	52	20.2	814 72	7 02	13.5	
14	Advertising, Printing and Stationery	675	75	5	83	11.2	574 98	4 94	9.5	
15	Books, Apparatus and Appliances	1,762	55	15	19	29.2	1,026 40	8 84	17.	
16	Miscellaneous—Unenumerated	1,279	85	11	03	21.2	810 79	6 99	13.4	
17	Pupils' Sittings at Church	200	00	1	72	3.1	200 00	1 72	3.1	
18	Rent of Hydrants	160	00	1	38	2.6	160 00	1 38	2.6	
19	Water Supply	326	87	2	82	5.4	393 38	3 39	6.5	
20	Salaries and Wages	20,688	88	178	16	342.6	21,441 41	184 66	355.2	
21	Special, Repair Buildings, etc	910	35	7	79	14.9	1,109 17	9 45	18.1	
		39,027	14	336	44	645.8	39,103 22	337 09	648.3	

30th September, 1909.

Certified correct.

W. N. HOSSIE, Bursar.

APPENDIX H.—REPORT OF THE SUPERINTENDENT OF THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB.

Minister of the Government in Charge. HON. R. A. PYNE, M.D., LL.D., M.P.P.

OFFICERS OF THE INSTITUTION.

C. B. Coughlin, M.D	Superintendent.
Wm. Cochrane	Bursar.
W. W. Boyce, M.D.	Physician.
Miss E. A. Willoughby	Matron.

Manual.	TEACHERS.	Oral.
	(The sale and	Miss A. Burke.
D. R. Coleman, M.A. (Head	Teacher).	
Wm. Campbell.		H. L. Ingram.
J. C. Balis.		Miss L. Hunter.
G. F. Stewart.		Miss S. McArdle.
Mrs. J. G. Terrill.		Miss M. Evoy.
Mrs. J. C. Balis.		Miss K. Ford.
Miss Templeton.		Miss L. Palen.
3.61 T.1		Miss P. Campbell.
Miss James.		
Miss Bull.		
Miss Buil.		
		Mice F Cross
Articulation		Migg W Vanghan
Domestic Science		Miss K. Vaugnan.
Fancy Work		MISS M. Dull.
Manual Training		H. L. Ingram.
s A. G. Chisholm	Clerk.	
s M. Tindale	Trained Nurse and Instruct	cress in Home Nursing.

Miss A. G. Chisholm	Clerk.
Miss M. Tindale	Trained Nurse and Instructress in Home Nursing.
Miss M. Dempsey	Supervisor of Girls and Instructress in Sewing.
Wm. Nurse	Storekeeper and Assistant Supervisor of Boys.
W. S. Minns	Supervisor of Boys.
I T Burns	Printer and Instructor in Printing.
A. Morrice	Shoemaker and Instructor in Shoemaking.
I Boyd	Baker and Instructor in Baking.
I Dowrie	Carpenter and Instructor in Carpentering.
H Lamb	Farmer and Instructor in Farming.
C. J. Peppin	Engineer.

Institution for the Deaf and Dumb,
Belleville, Oct. 31, 1909.

Hon. R. A. Pyne, M.D., LL.D., Minister of Education, Toronto:

Sir,—I have the honour of presenting herewith the report of the Ontario Institution for the Deaf and Dumb for the year 1908-09.

The session that closed on June 16th last was a very pleasant and satisfactory one. In my last report it was stated that the attendance of the previous session showed a substantial increase over that of any other year, and for last term I have to report a still further increase; and, from causes that I then set forth, we may look for a larger attendance at each recurring session. The result is that our accommodation, previously taxed to the utmost, has now become entirely inadequate to our needs. This increased attendance has necessitated further additions to our staff, and it has been found necessary to put some of the new classes in makeshift rooms that are entirely unsuited for such a purpose. This need for more and better class-room accommodation, already so imperative, will become more urgent with each succeeding term, since the extension of our oral work necessitates smaller classes and therefore more of them. All our classes are too large for the accomplishment of the best results. In four of the forty-six schools for the deaf in the United States, the average in a class is below six, in twentytwo schools the average is from eight to ten, in fourteen it is from ten to twelve, and in only six is it over twelve, the highest being fourteen. In the whole fortysix schools the average is slightly over ten. In the other Canadian schools the average is about nine, the highest in any school being below fourteen. The average in our school is about fifteen, so it will be seen that we stand at the very foot of the list in this regard. In view of this handicap it is obviously impossible, despite the best efforts of our efficient staff, to accomplish as good results as in many of these other schools, and certainly not nearly as good as we might expect were our classes as small as they should be. I respectfully submit that increased accommodation has become absolutely imperative if the Ontario Institution is not to fall below the other institutions for the deaf on the continent in efficiency. average attendance last term was 256, as compared with 247, 228 and 214 for the three previous sessions respectively.

As stated in my previous report, during the vacation of 1908 a committee of teachers prepared an entirely new curriculum, through which an effort was made to unify, as far as its special character would permit, the course of study here with that of the public schools. It was found impossible last term to follow this new programme in its entirety, since the work of the previous sessions had not laid the necessary foundation. Considerable progress, however, was made in this direction, the consensus of opinion of the staff being that much better work was the result, and during the ensuing term the new curriculum will be closely followed. It was taken up and thoroughly discussed at several sessions of the Teachers' Association, and during the current term it will be carefully revised, when such changes will be made as the two years' experience and experiment will show to be advisable.

Some advance has been made in the extension of the oral work, six classes having been taught last term by that system. I might say that, despite the fact that the classes are considerably larger than they should be, very satisfactory

results have so far been obtained in oral work. This system of instruction has so far been taken up in the junior grades only, and we anticipate still larger results, and in increasing ratio, when some of these classes reach the intermediate and senior departments. This implies no disparagement of the work done in the manual classes, which was very good indeed, showing a marked advance in that of the previous session. The work in the industrial departments, also, has been satisfactory.

The change in the school hours, by which the work of the class-rooms is carried on in one continuous session, from 8.15 to 1 o'clock, leaving the whole afternoon free for industrial work, has proved to be a material improvement on the old system, and has resulted in better work in both the academic and industrial departments.

The following table, taken from the Annals, shows the proportion of pupils taught orally in each school for the deaf in Canada and the United States:

TABLE III.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF.—MARCH 10, 1909.

	United	States.	Can	ada.
General Summary.	No. of Pupils.	Per cent. of Pupils.	No. of Pupils.	Per cent. of Pupils.
TOTAL PUPILS	12,287	100.0	794	100.0
Taught Speech Not taught Speech		72.2 27.8	483 311	60.8 39.2
TAUGHT SPEECH: Speech used as means of instruction Speech not used as means of instruction Not stated (whether used or not)	8,496 291 85	69.1 2.4 0.7	381 99 3	48.0 12.5 0.3
SPEECH USED AS MEANS OF INSTRUCTION: In Schoolroom— Outside— S S S S SS SS S SS SS SS SS SS SS SS SS	2,631 41 3,086 238 1,220 982 298	21.4 0.4 25.1 1.9 9.9 8.0 2.4	193 90 77 4 12 5	24.3 11.4 9.7 0.5 1.5 0.6

Symbols employed in above table:

During the summer some important improvements have been made. An automatic electric pump in connection with our sewage plant was installed, which is a great improvement over the old steam pump. Electric power is also being now

S Speech (no Spelling no Sign-language).

SS Speech and Spelling (no Sign-language), SSS Speech, Spelling, and Sign-language.

supplied to the laundry, resulting in both cases in a greatly improved service at a very material reduction in cost. A saving of about one-third in the cost of electric lighting has been effected by the adoption of the meter system. The whole electric plant, both for lighting and for power, has been attached to a marble switchboard in the boiler-room, where it is directly under the control of the engineer.

A new poultry house, planned on the most approved and up-to-date principles, is in course of erection, and will be completed in the spring.

The returns this year from our farm and garden have been very satisfactory, aggregating about two thousand dollars in value. By a process of careful application of fertilizers and manures, and by a more intensive system of cultivation, we expect the production will be still further increased. In bringing about this result our increased herd of cattle will materially assist. Last year we had seven milch cows, and to this number seven more have been added, our aim being to ourselves provide for the pupils a sufficient supply of absolutely pure milk. As contributing to this end new cement floors will be put in the stables, the animals will be surrounded by the most healthful conditions, and every possible sanitary precaution will be taken in handling the milk. In this way not only will the health of the pupils be still further safeguarded, but it is anticipated that the financial results will be favourable. Last year we were obliged to purchase milk to the value of \$1,221.50, and the saving thus effected, together with the value of the extra manure and the natural increase of the herd, should, in a short time, pay for the cost of the herd and its maintenance, and thereafter ensure a considerable balance on the credit side of the account.

Last year I was able to report a considerable per capita decrease in our expenditure, and this year the cost of maintenance is about the same as last. The greatest possible economy, consistent with the best possible service, has been exercised. The quality of the food has been almost uniformly first-class, the teachers' and officers' table and that of the pupils being supplied from the same larder.

The sum of \$3,997.00, now in your hands, bequeathed to this Institution by the late Thomas A. Hall, of the Township of Scott, Ontario County, is now available for such purposes as may be deemed advisable in the interests of the Institution, no restrictions having been imposed under the terms of the will. I would humbly suggest that this money be utilized towards the erection of a gymnasium.

During the summer a series of carefully prepared language charts, for use in the industrial departments, were printed and are now in use, and no doubt will be of great assistance to the pupils. These will be supplemented by booklets, giving more detailed information, which will be supplied to the pupils interested. It is not enough that the boys and girls shall be able to make certain articles or perform certain operations; it is essential that they should be thoroughly acquainted with names, quality, prices, etc., of the tools and materials used, and be able to give and receive directions and carry on all necessary conversation with customers and patrons. A full set of these charts will also be placed in the museum, where they will be at the service of the teachers in class-room work, thus securing, what has hitherto been lacking, a proper and systematic correlation of class-room and shop instruction.

During the month of January we had an epidemic of chickenpox, which, although not at all severe, caused for a time considerable interruption to the work of the school. In October our work was again interrupted by outbreaks of scarlet fever and measles. Both were of an extremely mild type, but nevertheless they have interfered, and are still interfering, very much with the regular work of the

school, since a large number of pupils contracted one, and in some cases both, of these diseases. The extra nurses, attendants, medical supplies and sick-room comforts and the renewal of bedding will, for the time being, increase our maintenance account, as no expense was spared in administering in every possible way to the care, comfort and welfare of the afflicted children. It is very pleasing to record our gratification at the patience and confidence shown by the parents of pupils during the trying ordeal, and the letters received from them, almost without exception, expressed their gratitude for the good care their children had received and for the prompt daily reports sent them relative to their condition, and also their assurance that everything possible had been done for their welfare.

The report of the Examiner, Mr. H. J. Clarke, B.A., is appended hereto. Mr. Clarke's examination was a very thorough one, as he devoted two weeks to this work, which was twice as long as examiners have usually spent. In addition to this he visited the Institution on other occasions and utilized every opportunity for familiarizing himself with our work, and his full and comprehensive report will have a corresponding value.

At the close of the present session two members of our staff—Mrs. J. G. Terrill and Mr. D. R. Coleman, M.A.—will have completed forty years of continuous, faithful and efficient service, and the time is now within sight when they might naturally feel that they were entitled to take a well-earned rest, and also to some adequate provision being made to enable them to spend the remaining years in comfort and freedom from pecuniary anxieties. The occasion seems opportune, therefore, for me to respectfully urge upon your earnest consideration the question of adopting some definite superannuation or retiring allowance scheme for our staff. Those named above certainly deserve generous consideration at your hands, since I am informed that when they entered upon the service it was definitely promised that they would be liberally treated in this respect. Other teachers have been members of our staff for periods ranging from fifteen to thirty years, and to these, also, a similar inducement was held out. The original proposal was that the retiring teacher should receive one month's maximum salary for each year of This plan was varied from time to time, and the whole question is now in a very indefinite and unsatisfactory state. I hope that the Government will see its way clear to make some provision to which the members of our staff can look forward with assurance when, through lapse of years or failing health, they will have to retire from active service.

In conclusion, I wish to bear glad testimony to the faithful, earnest and conscientious work done by the staff of the Institution during the past session. Every one of the officers, teachers and instructors has put his or her best efforts into the work and done all possible to promote the welfare of the pupils, and the results accomplished have been very satisfactory in nearly every respect, and I feel safe in saying, are distinctly in advance of those of the previous term. All of which is respectfully submitted.

I have the honour to be, sir,

Your faithful servant,

C. B. COUGHLIN,

Superintendent.

PHYSICIAN'S REPORT.

Institution for the Deaf,
Belleville, November 1st, 1909.

HON. DR. PYNE, Minister of Education, Toronto, Ont.:

SIR,—I am pleased to be able to report favourably on the general health of the School during the past academic year.

Among the large number of children—about 250—who come here annually for the purpose of education, there is a considerable percentage who, besides the physical defects from which they suffer, have a condition of health below par. These children, for a time, require to be under special care and treatment. The attention they receive, the excellent quality of the food provided. constant supervision over everything that pertains to their health, physical training, etc., all tend to develop a vigorous and healthy condition. After a session spent here the children almost invariably return to their homes greatly improved in health.

It must be understood, however, that no case of infectious disease can be received, or, if developed subsequent to admission, is promptly quarantined.

In the month of December last we had a visitation of chickenpox. The patients were promptly quarantined and means taken to prevent its spread. Although we had a good many cases, there was none very sick, and no complications.

Notwithstanding the good health of the School in the aggregate, I have to report several individual cases of severe sickness. Mabel Lamb, who had suffered much with gastro-intestinal trouble before entering school, developed obstruction of the bowels, which, after a short illness, proved fatal.

John Dunn, an attack of appendicitis; very sick, but made a good recovery.

Two cases of pneumonia—Asa Forrester and Harry Buller—both very sick, but recovered, and were soon restored to perfect health.

With the exception of the above, there has been very little sickness of any importance among the children. Where so many are assembled it is to be expected that some disordered health will occur from time to time among them.

Gastro-intestinal troubles are the most frequent, a few cases of middle ear disease, colds, la grippe, throat trouble, etc.; also minor accidents, occurring usually on the playgrounds.

The health of the teaching staff has been fair.

In December Mrs. Terrill was very ill with bronchitis. In March Mr. Coleman and Mrs. Balis sustained quite severe injuries by falling upon the ice. Miss Gowsell, Miss Campbell, Miss Bull and Mr. Stewart were on the sick list for a time during the session.

Among the general staff there has been some sickness, but of no special importance.

Within a month after the opening of the present session scarlatina broke out among the children. In tracing the source of infection, it was found that a number of children had been exposed to the disease before coming here. It was doubtless carried here by infected clothing. Prompt and energetic means were taken to prevent its spread, but, notwithstanding thorough disinfection and fumigation, we have quite an epidemic. There has been no mortality. Measles also prevails.

In such an event as the development of infectious diseases our Institution Hos-

pital becomes indispensable.

I would respectfully suggest the advisability of constructing an inexpensive but airtight building on the Institution grounds, where all trunks, with their contents, as well as personal effects, can be properly and efficiently disinfected at the opening of the School, before placing them in the dormitories.

I have the honour to be, sir,

Your obedient servant,

W. W. BOYCE, M.B.

THE HON. R. A. PYNE, M.D., LL.D., Minister of Education in Ontario, Toronto, Ont.:

SIR,—In presenting my report as Literary Examiner at the Institution for the Deaf and Dumb, Belleville, I wish to thank you for this mark of your approval in intrusting me with this important work for the second year. I have found the experience gained last year of great value to me, and I trust that the ten days

I have spent here have not been without profit to the Institution.

I have this year confined my attention almost entirely to the literary classes proper, and I have tried to get an adequate idea of the work as it is carried on from day to day by spending seven days in visiting from class to class before the literary examination, which you entrusted me to conduct, took place. I feel that the time has been well spent, for I believe I now have a knowledge of the conditions here that I could not get by any other means. The person who has not made a study of this work of education among the deaf can have no proper conception of the difficulties to be met with in an institution such as this, and of the great work that is being accomplished in rescuing those less favoured children from the darkness to which they were otherwise doomed. The teacher's duty with hearing children is difficult enough, but here it is much more difficult, and the results obtained bear abundant evidence to the patience and skill of the faithful teachers who are engaged in this work.

Our children enter school with a large fund of language, but here, for the most part—in fact, almost universally—they enter with absolutely no language except the natural signs, and these, it must be remembered express ideas, not words. Hence, from the nature of things, the early years of this course are occupied largely with the acquisition of language, and it is truly remarkable the

progress that is made.

The literary work proper is carried on in seventeen classes, eleven on the manual system and six on the oral system. In all, good, thorough work is being done. There is, in addition to these classes, one teacher engaged in articulation work, with pupils from the manual classes, who receive instruction in this work for short periods. Last year there were two teachers doing this work, but the oral classes are replacing this work. I might also add that, in the manual classes in charge of speaking teachers, the pupils who are able to do so are required to speak frequently. I do not purpose entering upon any comparison of the work done by the classes in the two systems of instruction; but I may say this much,

that the work of the two years in the oral classes in this Institution has been very gratifying; and it must be a source of pleasure to the parents of these children to be greeted at the holidays by the sweetest words in the English language, spoken by their children, who when they left home a few months previous had never spoken. A very large percentage of the pupils who entered at the beginning of the year now closing are in the oral classes.

As I reported a year ago, the course of study is based on that of the public schools, and the success which has attended its introduction is very creditable. The junior and intermediate grades have been able to cover the work pretty fully, while the senior classes, owing to the fact that they had not the advantage of this course in the earlier years, were not able to fully cover the work. They have, however, done well, and the slight changes contemplated in the curriculum, which the committee having the matter in charge contemplate making, will add to its worth. During this year the subject of reading has been introduced, and the effort has been rewarded by good results. Drawing, also, has been introduced in the lower classes, while special attention has been given to this subject in the case of a few in the upper classes. The exhibit of work in the art room is highly creditable, both to the pupils who executed the work and the teacher who trained them. There is evidence here that some of the pupils have ability that might be turned to good account in an industrial way.

In addition to the training received in the literary classes proper, the various trades are made the occasion for instruction in language, and thus every opportunity is taken to extend the powers of communication of the students. The girls are still receiving the training referred to last year in domestic science, sewing and dressmaking, household science, nursing, etc., while the boys have the privilege of learning farming, shoemaking, baking, carpenter work or printing. All these trades are thoroughly practical. As an example, at present the printing office is preparing a set of charts and booklets illustrating the trades and containing the language pertaining to the several trades taught. The office does all the printing required about the Institution, and this will serve as an illustration of the work done in these departments.

I was privileged to see the physical drill by the junior boys; also the Sloyd work by this class, both of which were a credit to the Institution.

I do not consider it wise to particularize in the case of a report such as this, which will be made public, but I wish to say that it has been a very pleasant duty to inspect the work of a staff of teachers so thoroughly in sympathy with their classes and so interested in their work. From the members longest on the staff to the latest addition thereto all take a deep personal interest in their work. Under these conditions we could not expect anything less than good work.

Before concluding my report, which is somewhat longer than I intended it should be, I would call your attention again to the fact that more class-room accommodation is necessary. Some of the rooms being used at present are totally unsuited to the purposes of a school-room.

During the year the position of matron became vacant, and the Department are to be congratulated on having secured the services of a lady of Miss Willoughby's ability to fill this important office.

In conclusion, I wish to thank the officers and staff for the many acts of kindness and thoughtfulness shown me while among them in my official capacity, and especially I would thank the genial and large-hearted Superintendent, who spared no pains to lay before me the fullest information on every point on which

I made enquiry. Every opportunity was afforded me by all concerned to make a thorough inspection, and it is my opinion that efficient work is being done in this Institution. All of which is respectfully submitted.

I have the honour to be, sir,

Your obedient servant,

H. J. CLARKE,

Literary Examiner.

Belleville, June 12, 1909.

NUMBER OF PUPILS IN ATTENDANCE EACH OFFICIAL YEAR SINCE THE OPENING OF THE INSTITUTION.

						Male.	Female.	Total.
From	October	27th,	1870,	to September 30th,	1871	64 97	36 52	100
66	66	ıst,	1871, 1872,	. 66	1872 1873	130	63	149 193
66	. 66		1873.	66	1874	145	76	221
6.6	66		1874.	66 ,	1875	155	83	238
6.6	66		1875,	66	1876	160	96	256
66	. 66 .		1876.	6.6	1877	167	104	271
66	66		1877.	6.6	1878	166	îii	277
44	66		1878,	6,6	1879	164	105	269
66	6.6		1879.	66.	1880	162	119	281
6.6	66		1880,	66	1881	164	132	296
6.6	66		1881,	166	1882	165	138	303
4.6	6.6		1882.	6.6	1883	158	135	293
6.6	. 66		1883,	6.6	1884	156	130	286
46	6.6		1884.	6.6	1885	168	116	284
66	6 6		1885,	66	1886	161	112	273
4.6	6 6		1886,	66	1887	151	113	254
6.6	6.6		1887,	66	1888	156	109	265
6.6	6.6		1888,	6 6	1889	153	121	274
6.6	6.6		1889,	66	1890	159	132	291
66	4.6		1890,	6.6	1891	166	130	296
6.6	66		1891,	66	1892	158	137	285
66	6.6		1892,	66	1893	162	136	298
6.6	6.6		1893,	66 . 66	1894	158 160	137 135	$\frac{295}{295}$
66	66		1894,	66	1895		137	310
6.6	66		1895,	66	1896	$\frac{173}{164}$	128	292
6.6	6.6		1896,	66	1897	167	138	305
66	6.6		1897,	66	1898	161	132	294
66	66		1898,	66	1899 1900	152	130	282
46			1899,	66,	1901	157	143	300
66	66		1900,	. 66	1902	147	141	288
66	- 66		1901,	66	1903	140	143	283
. 66	66		1902,	66	1904	137	134	271
66	66		1903, 1904.	\$6	1905	130	138	268
66	6.6		1904,	66	1906	116	143	258
66 '	66		1906,	66	1907	126	145	271
66	- 66		1900, 1907,	6.6	1908	133	143	276
66	66		1908	to October 31st,	1909	130	151	281
			1000,	10 0010001 01009				

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB FOR THE YEAR ENDING OCTOBER 31ST, 1909.

TEAR ENDING OC	,	
Counties. P.O. Address.	Counties. P.O. Addres	s.
Algoma:	Essex—Continued.	
Barker, Belle Sault Ste. Marie. Dalgleish, Annie Sault Ste. Marie. Lauzon, Manesipe Blezard Valley. Brant:	Kerr, Avis Elmstead. Lucier, Tom McGregor. Meloche, Edmund Windsor. Penprase, Alfred Elmstead. Petrimoulx, Geo Sandwich.	
Lloyd, RuthBrantford. Lloyd, HowardBrantford. Stegmeir, MayBrantford.	Walker, Achille Sandwich. Swader, Earl Windsor. Watkins, Hazel Windsor. Langlois, Louis Windsor.	
Bruce:	Frontenac:	
Atkinson, GladysPaisley. Brown, AnnieChesley. Brown, John EdChesley.	Barnett, Winnie Sydenham. Walker, Lily Kingston.	
Green, Jas. Chesley. Lorentz, Mary Walkerton. Weiler, Diana Mildmay.	Grey: Brown, Thos. H Markdale.	
McKee, CarlPinkerton.	Brown, Alma Markdale. Wilson, Janet Harkaway. Wilson, Elsie Harkaway.	
Carleton: Brigham, Molly Ottawa.	Kindree, Earl Owen Sound.	
Brigham, RosaOttawa. Brigham, TomOttawa.	Gerolamy, Mary Chatsworth. Cosgriff, John Kingscote.	
Delinelle, Victor Ottawa. Dallaire, Romeo Ottawa.	Glengarry:	
Evoy, Jas Carp. Gauvreau, T Ottawa.	Gordon, Annie Bridge End.	
Greene, Thos Diamond. Huband, Gerald Ottawa. Pallesteur Louis Ottawa.	Grenville: Swayne, RobtOxford Mills.	
Savard, PaulCummings' Bridge.	Hastings:	
Durham:	Allore, Frances Bogart.	
Brooks, EffaSolina.	Freeman, Gertie Deseronto. Baker, Gerald Belleville.	
McMillan, Jos Newcastle. Sheckleton, Alfred Burton.	Dunn, John	
Dufferin:	Hough, Ethel Halloway. Herman, Pearl Stirling.	
Grainger, Martha Honeywood.	Johnston, MaryBelleville. Ketcheson, FloSidney Crossin	ng.
Dundas:	Nelson, Ethel Belleville.	-6.
Ford, ClariceMountain. Hoy, GertieMountain.	Edwards, Mary Boulter. Hawes, Rosa Deseronto. Peacock, John Rowland.	
Elgin:	Courneya, Addie Bogart. Smith, Percy Point Ann.	
Carpenter, LenaRodney.	Young, Fred Madoc. McAdam, Wesley Marlbank.	
Caves, Jessie Christina. Gwalter, Harry St. Thomas. Hammond, Catherine. St. Thomas.	Ward, Albert Stirling. Narrie, John Marmora.	
Paul, George Edward .St. Thomas. Shepley, MayClachan. Jagoe, AlbertaSt. Thomas.	Huron: Colclough, LorneHolmesville.	
	Colclough, Hattie Holmesville.	
Essex: Bain, JosephineWindsor.	Cole, Jean Clinton. Simmons. Luella Gorrie.	
Bain, OliveWindsor.	Balkwill, Clara Exeter.	
Berthiaume, DorinaTecumseh. Berthiaume, LionelTecumseh. Greer, JasComber.	Doubledee, Lena Wroxeter. Montgomery, Elsie Wroxeter. Marshall, John Hensall.	
OTCOL, Jas		

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB .- Continued

	TION FOR THE DEAF AND DUMB.—Continued.
Counties. P.O. Address.	Counties. P.O. Address.
Huron - Continued.	Mid-llesex—Con inued.
Marshall, RusselHensall. Sours, GladysClinton. Steep, PhoebeGoderich. Thompson, ArthurDungannon. Wiggins, ParkieDungannon.	Garside Albert London. Hodgins, Mary London. Hodgins, Sadie London. Steele, Annie London. Laugheed, Eva London. Windrim, Rita London.
Halton: Hartley, ClaraMilton.	Humphrey, Hazel London. Ryan, Chas Lucan. Garrett, Gladys Granton.
Haldimand:	Muskoka District:
Forrester, HarryDunnville. Forrester, AsaDunnville. Sherk, ClaraSouth Cayuga. Fralick, FredAttercliffe.	Dierks, CarolineKilworthy. Legault, ClaridaCallander.
	Norfolk:
Antaya, Jas	Cole, Rose Bookton. Earl, Chas. Blayney. Franklin, Sara Clear Creek. Northumberland: Ball, Lisgar Baltimore. Ball, Glenn Baltimore. Parker, Clinton Baltimore. Parker Clifford Baltimore. Lott, Reta Campbellford. Pollock, Bessie Campbellford. Nipissing District:
Lambton: Brown, Flo	Dorschner, Chas Mattawa. Gauthier, Alfred Cobalt. Whalen, Loretto New Liskeard. Slotnik, Louis Englehart. Ontario: Quigley, W Oshawa. Oxford: McFarlane, Mona Eastwood. Abrey Irene Drumbo. Isles, Hazel Ingersoll. McMurray M Pasadena.
Hughes, Ernest Carleton Place. Jacklin, Myrtle Rideau Ferry. Leggett, Gordon Perth. Lincoln:	Peel: Curry, DuncanBurnhamthorpe McLeish, MarjorieStar. McVean, KatieWoodhill. McVean, AlexWoodhill.
Disle, Curtis St. Catharines. Heaslip, Myrtle Wellandport. Swick, Amos Beamsville.	Parry Sound District: LaFleur, HonoreCosby. Veitch, ElizSpence.
Lennox and Addington: Hartwick, ArchieNapanee. Smith, EarlNapanee.	Prescott and Russell: Hughes, MyrtleTreadwell. Hughes, IvaTreadwell.
Middlesex: Courscey, ViolaLucan. Fishbien, SophieLondon. Fishbein, EddieLondon. Henderson, GilbertLondon.	McLaren, Geo. Springhill. McLaren, John. Springhill. McDougall, Elsie Grant. McDougall, Peter Grant. Pregent, Leopold Curran.

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB .- Continued.

Counties. P.O. Address.	Counties.	P.O. Address
Peterboro':	Wellington:	
	Marshall Jaggio	Anthun
Harper, Marion Peterboro'.	Marshall, Jessie	
Harper, Madeline Peterboro'.	McQueen, Mary	
Charliebois, WalterPeterboro'.	Carter, Lizzie	
Eastman, Alma Peterboro'.	McLaughlan, Wm	mount rorest.
O'Brien, Gerald Peterboro'.	Welland:	
Lawson, LilaPeterboro'.		
Lawson, Gladys Peterboro'.	Caswell, Sylvia	Niagara Falls.
McMillan, Nellie Havelock.	Farr, Jas	Marshville.
Trethewey, Roy Gooderham.		
Milligan, Aggie Blairton. Kennaley, Winnie Peterboro'.	Wentworth:	
Kennaley, winnie reterboro.	Maas, Anna	Hamilton.
Dan faran .	Salmon, Albert	
Renfrew:	Etherington, Mabel.	
Derochie, Caroline Arnprior.	Furber, Roy	Hamilton.
Derochie, ClaraArnprior.	Gleadow, Norman .	
Derochie, Wallard Arnprior.	Pipher, Celia	
Whyte, Eleanor Arnprior.	Tait, Harold	
Whyte, BelleArnprior.	Batstone, Jesse	
Smith, Ed. Scott Lanark.	Webster, Elsie	Aldershot.
Dallaire, Ambrose Perrault.	Webster, Elizabeth.	Aldershot.
Hunter, Geo Matawatchan.		***************************************
limcoe:	York:	Manan ta
Boyle, Mary Midland.	Brown, Walter	Toronto
Chevrette, David Lafontaine.	Barclay, Helen	Toronto
Hall, EwartMidland.	Baskerville, Silas	Toronto.
Hamilton, Alma Everett.	Bowman, Ellis	Toronto
Hamilton, EnieEverett.	Brown, Fred	Toronto
Paddison, Thos Emsdale.	Brown, Lily Buchan, Drucilla	Toronto
St. Amant, HermanPenetang.	Buchan, John	Toronto
Watson, EdnaOrillia.	Burley, Wm	Toronto
Gallinger, EdithLisle.	Best, Olive	Toronto.
Jaynes, Wilfred Fesserton.	Curtis, Lillian	Todmorden
Jaynes, PerryFesserton.	Chestnut, Arlie	Toronto
	Eaton, Arthur	Toronto
Stormont:	Fleet, Ellen	Toronto
T. J. T. T	Hazlitt, Dorothy	Toronto
Lalonde, EmmaCornwall.	Hazlitt, Evelyn	Toronto
Loper, CyrilMorrisburg.	Holbrook, Louisa	Toronto.
Morton, Floyd Newington.	Johnson, Wm	Swansea.
Thunder Bay District:	Kennedy, Muriel	Toronto.
· · · · · · · · · · · · · · · · · · ·	Marks, Jennie	Toronto.
Munroe, AdaSlate River Valley.	Mason, Myrtle	Toronto.
Burke, ElsiePort Arthur.	Moore, Dorothy	Toronto.
Hall, RobtFort William.	Mosher, Archie	Highland Creek
	McCallum, Roy	Strange.
Victoria :	Noble, Edgar	Toronto.
Fountain, HerbertCoboconk.	Payne, Eddie Peacock, Ada	Toronto.
	Peacock, Ada	Toronto.
Fountain, FarleyCoboconk.	Powell, Marion	Toronto.
Jewell, EnaManilla.	Stevens, Grace	Toronto.
Whitworth, FloLindsay. Western, FloLittle Britain.	Smith, Mabel Watson, Muriel	Toronto.
Coulter, CaliphKirkfield.	Watson, Muriel	Toronto.
Courter, CamphKirkheid.	Wilson, Chas	Toronto.
W to be	Walker, Arthur	Toronto.
Waterloo:	Ellis, W. E	Toronto.
Golds, Margaret New Hamburg.	Patillo, Lenore	Toronto.
Golds, Chas New Hamburg.	Angelchick, Lena	Toronto.
Martin, Absalom Waterloo.	Dolby, Martha	Toronto.
Underwood, Jonathan. Bridgeport.	McCann, Grace	Toronto.
		FTC 4
Gabel, ConstanceBerlin.	Patton, Annie Peirce, rank	Toronto.

INSTITUTE FOR DEAF AND DUMB.

Pupil.
per
1909.—Cost
31st,
October
ending
months
Ten

	Remarks.	While the cost of the 10 months per pupil is \$175.79, to put this on the comparative basis of a year, the annual cost per pupil for this term would be \$210.95. W. COCIIRANE, Bursar.	256. \$175.79, or \$210.95 on annual basis. 4.08. W. C.
er rupm.	Weekly cost per pupil Jan, to Oct., 1909 (43 weeks).	\$0 02 125 186 187 188 198 198 198 198 198 198 198 198 198	5.79, or \$210
ten months enaing October 5186, 1303.—Cost per rupii	Cost per pupil Jan. to Oct., 1909.	\$ 10 71 8 8 8 7 7 1 8 8 8 7 7 8 8 1 8 8 8 8	1909, 1909, 1909,
ctober elst, l	Total expenditure 10 months Jan. to Oct., 1909.	2,902 75 2,902 75 396 44 2,794 13 2,009 68 533 19 533 19 574 58 693 89 652 64 446 66 656 84 651 60 23,105 63 45,002 22	10 months, 10 months,
is enaing c	Weekly cost per pupil Sept. 30, 1908.	\$0 02 28 11 11 118 07 07 08 06 06 04 05 07 07 07 07	
Ten montus	Yearly cost per per pupil Sept. 30, 1908.	\$ 1 02 14 79 15 61 13 84 13 84 177 28 18 28 18 28 18 28 18 19 36 10 60 10 60 1	9, 247. 19, \$209.77. 19, 4.04.
	Total expense year ending Sept. 30, 1908.	\$, 252 29 3,653 61 1,885 65 3,417 45 2,346 38 492 09 442 03 1,024 08 772 55 448 79 657 72 890 02 476 33 146 38 146 39 871 63 872 657 45 1,024 08 1,024 08 1,	pupils, 1908-09, 2 pupil, 1908-09,
P	Heading of Expenditure.	Medical Department. Butcher's meat Flour etc. Butter and milk General groceries Fruit and vegetables Bedding and clothing Fuel Light Laundry, etc. Books, apparatus Printing Frum Repairs Sewage Water. Miscellaneous.	Average No. of pupils, 1908-09, 247. Annual cost per pupil, 1908-09, \$26 Weekly 1908-09,

APPENDIX I.-PROCEEDINGS FOR THE YEAR 1909.

I, REGULATIONS AND CIRCULARS.

DEPARTMENTAL TEXT-BOOK REGULATIONS.

Text Books Authorized for Use in Public, High, and Continuation Schools and Collegiate Institutes.

(Circular No. 14.)

- 1. The text-books named in Schedule A below shall be the authorized text-books for Public Schools, and those in Schedule B, for the Lower and Middle Schools of High and Continuation Schools and Collegiate Institutes, as follows: in both schedules, the text-books newly authorized in 1908 and 1909 are authorized for use in any school and the limit of their authorization is specified in italics within brackets after each name; and the authorization of the other text-books, which were authorized before 1908, is now limited to the midsummer vacation of 1910 and to the schools in which they were in use before July, 1909, and to the editions then authorized.
- 2.—(1) Books authorized for use in Public Schools are authorized for use by pupils taking the corresponding subjects in the Lower School of High and Continuation Schools and Collegiate Institutes.

(2) Books authorized for use in the Lower School of High and Continuation Schools and Collegiate Institutes are authorized for use by pupils taking the corresponding subjects in the Fifth Form of Public Schools.

- 3. For the High School Upper School, for Technical Courses, and, until the midsummer vacation of 1910, for more advanced work than the First Year Course in the Commercial Departments of High and Continuation Schools and Collegiate Institutes, any books may be used, which have been recommended by the Principal and approved by resolution of the Board of School Trustees.
- 4.—(1) The editions of text-books in Schedule D below, which were used in any school before the first of July, 1909, and the continued use of which is recommended by resolution of the Board of School Trustees on or before the reopening of the Schools in August or September, as the case may be, shall be deemed authorized for such school at the maximum prices indicated, until their authorization is cancelled by the Minister of Education.
- (2) Unless prevented by the resolution of the Board of School Trustees, the Principal shall introduce next August or September, as the case may be, the text-books newly authorized in 1908 and 1909.

Note. Regulation 4 (1) above provides for the continued use of the text-books enumerated in Schedule D, in all or in any of the classes of a School.

Principals who desire to retain any of the aforesaid text-books for the sake of classes that already possess them, are hereby warned that they must secure the resolution of the Board of School Trustees on or before the date specified in 4 (1) above, to enable them to do so.

- 5. The Principal shall submit to the Inspector at his official visit a copy of the resolutions provided for in 3 and 4 (1) above, duly dated and certified by the Secretary of the Board.
- 6. For Religious Instruction, the Sacred Scriptures, or the Selected Scripture Readings of the International Bible Reading Association, or the Scripture Readings

adopted by the Department of Education shall be used as prescribed by the Regulations of the Department of Education and as may be determined by the Board of School Trustees.

Note. —The complete list of new text-books will be ready by August, 1910.

Schedule A.

Public Schools.

The Public School Phonic Reader, Part 1\$0.10
(Authorization terminates November 1st, 1909).
Public School Arithmetic
Public School Algebra and Euclid
Public School Geography, or Morang's Modern Geography
Our Home and its Surroundings (for Junior Classes)40
Rose's Public School Geography
Public School Grammar
Morang's Modern English Grammar
Public School History of England and Canada
History of Dominion of Canada (Fifth Form)
Duncan's History of the Canadian People
Weaver's Canadian History
Public School Physiology and Temperance
Ontario Public School Speller. (Authorized until the mid-
summer vacation of 1916)
Ontario Copy Books, Five Numbers. (Authorized until the
midsummer vacation of 1915) each
Ontario Writing Course. (Authorized until the midsummer
vacation of 1915)
Ontario Blank Copy Books. (Authorized until the mid-
summer vacation of 1915)
Ontario Blank Drawing Books. (See Note 3.)
Ontario Blank Drawing Books. (See Note 3.)
Ontario Diank Drawing Faus. (See Note 3.)
Ontario Readers.—New Series. (Authorized until the midsummer
vacation of 1919.)
Primer\$0.04
First Book
Second Book
Third Book
Fourth Book
English-French Readers:
First Reader, Part I
First Reader, Part II
Second Reader
Third Reader
English-German Readers:
Ahn's First German Book\$0.25
Ahn's Second German Book
Ahn's Third German Book
Ahn's Fourth German Book
Ahn's First German Reader
Ann S Prist German recater.

Note 1.—The Ontario Writing Course contains headlines and is a pupil's manual of exercises for securing freedom and control of movement, as well as accuracy of form. It is designed to be used in connection with the Ontario Blank Copy Books, which have the designed so the district the ontario brain Copy Books, which have no head lines. The manual may be purchased by the pupils or, better, purchased for their use by Boards of School Trustees as part of the school equipment.

Note 2.—No text books are prescribed for pupils in Agriculture and Household Science. These subjects shall be taken up under the teacher, and suitable reference books provided in the library by the Board of School Trustees.

Note 3.—Drawing Books are no longer authorized. The subject shall be taken up by the teacher in accordance with the Course of Study. After Jan. 1st, 1910, blank drawing books and pads, from which sheets may be detached, will be authorized, and shall be used by the pupils.

Schedule B.

High and Continuation Schools and Collegiate Institutes	5.
English:	
High School Reader. The Principles and Practice of Oral Reading. High School English Grammar. High School English Composition. Elementary English Composition (Sykes) High School Composition from Models.	\$0.50 . 50 .75 .50 .4 0
History and Geography:	
Ontario High School Physical Geography. (Authorized until the midsummer vacation of 1916). Morang's Modern Geography. High School History of England and Canada Wrong's The British Nation. History of the Dominion of Canada (Clement) Ontario High School Ancient History. (Authorized until the midsummer vacation of 1916)	.60 .75 .65 1.00 .50
Mathematics:	
Ontario High School Arithmetic.—New Edition. (Authorized until the midsummer vacation of 1916) Hall and Knight's Junior Algebra. (Authorized until the midsummer vacation of 1915) Elementary Plane Geometry (Baker) Geometry for Schools, Theoretical (Baker)	.40 .50 .50 .75
Classics:	
Robertson and Carruthers' Latin Lessons for Beginners. (Authorized until the midsummer vacation of 1915) White's First Greek Book. (Authorized until further notice)	.60 1.25
Moderns:	
High School French Grammar and Reader	\$1.00

Science:

High School Physical Science, Part I\$0.	50
High School Physical Science, Part II.	75
Ontario High School Chemistry	40
Untario High School Laboratory Manual in Chemistry.	
(Both the Chemistry and Laboratory Manual are	
	20
High School Botany, Part II	60

Book-keeping:

Ontario School Boo	ok-keeping.	(Authorized	until	the mid-	
summer vacation	on of 1916).				.30

NOTE 1.—After the midsummer vacation of 1910, no text book will be authorized in Elementary Plane Geometry. The work will be taken up under the teacher in accordance with the Course of Study, with reference books in the School Library.

NOTE 2 .- The Boards of Trustees shall provide in the School Library a supply of the Laboratory Manual in Chemistry sufficient for class use by the pupils, who shall not be required to buy it.

Note 3.—After the midsummer vacation of 1910 the High School Botany, Part II, will no longer be authorized as a text book for pupils. Boards of Trustees shall prothe Laboratory Manual in Chemistry sufficient for class use by the pupils, who shall not be required to buy them.

Note 4.—No text books are authorized for pupils in Agriculture and Household Science. These subjects shall be taken up under the teacher, in accordance with the Course of Study, with suitable reference books provided by the Boards of Trustees in

the School Library.

Note 5.—Drawing Books are no longer authorized. The subject shall be taken up by the teacher in accordance with the Course of Study. After January 1st, 1910, blank drawing books and pads, from which sheets may be detached, will be authorized, and shall be used by the pupils.

Schedule C.

Special Prices of Books now Authorized.

The publishers shall sell direct, in any quantity, to any purchaser for use in Ontario the following, at 20% less than the maximum prices of Schedules A and B, the prices being net, and for single copies being as follows:

1. Public Schools. (See Schedule A.)

Ontario Readers.—New Series.	Primer\$0.04
	First Book
	Second Book
	Third Book
	Fourth Book
Ontario School Speller	
Ontario Conv Books, five number	rs, each

The publishers shall sell direct, in any quantity, to any purchaser in Ontario the following, at 25% less than the maximum prices of Schedule A, the prices being net, and for single copies being as follows:

Ontario	Writing	Course	 	 	 	 \$0.04
Ontario	Blank Co	py Books.	 	 	 	 02

II. High and Continuation Schools and Collegiate Institutes.

(See Schedule B.)

Ontario High School Physical Geography	\$0.48
Ontario High School Ancient History	.60
Ontario High School Arithmetic.—New Edition	
Ontario School Book-keeping	
Ontario High School Chemistry	
Ontario High School Laboratory Manual in Chemistry	
Hall and Knight's Junior Algebra	
Robertson and Carruthers' Latin Lessons	
High School German Grammar.—New Edition	.56

Schedule D.

Text Books No Longer Authorized.

The following text books, which were on the authorized list for 1908, are no longer authorized, except as provided by Regulation 4 (1) above:

I. Public Schools.

A Modern Phonic Primer, Part I	80.10
A Modern Phonic Primer, Part II	
The Public School Phonic Primer, Part II	
Public School Drawing Course, each number	
Public School Copy Books, each number	.07
Public School Writing Course	
Practical Speller	
Public School Book-keeping	
Public School Agriculture	
Public School Domestic Science	

The Public Phonic Reader, Part I, 10c., the authorization of which terminates Nov. 1st, 1909, may also be continued as provided by Regulation 4 (1) above.

II. High Schools.

History and Geography:

High School Geography, Chase	\$1.00
Myers' Ancient History, Greece and Rome, Canadian Edition	.75
Botsford's Ancient History for Beginners	1.00

Mathematics:

High School Arithmetic.—Old Edition	30.60
Arithmetic for High Schools, DeLury	
High School Algebra	
Elements of Algebra (McLellan)	.75
High School Euclid, by J. S. McKay or by A. C. McKay	
and R. A. Thompson (Books I, II, III, 50 cents)	.75

Classics:

First Latin Book and Reader\$1	.00
Primary Latin Book and Reader	00
Hagarty's Latin Grammar	00
High School Beginner's Greek Book	.50

Moderns:

High School German Grammar and Reader.—Old Edition. \$1.00

Science:

Book-keeping and Drawing:

High School Book-keeping\$	0.60
Commercial Course in Practical Book-keeping (Dickenson	
& Young)	7.40
High School Drawing Course—each number	.10

Repeal of Regulations.

Regulation 105 (2) and (3) of 1904 is hereby repealed.

July, 1909.

INSTRUCTIONS TO INSPECTORS, REVISED 1909.

DISTRIBUTION OF THE LEGISLATIVE GRANT. RURAL PUBLIC AND SEPARATE SCHOOLS IN THE ORGANIZED COUNTIES OF ONTARIO.

Provisions for the Distribution of the Legislative Grant.

The following is the scheme of distributing the Legislative Grant to the Rural

Public and Separate Schools in the organized counties:

It shall be the duty of the Minister of Education and he shall have power:

- (g) Subject to the Regulations, to apportion all sums of money appropriated as a general grant for the Rural Public and Separate Schools amongst such Rural Schools on the basis of the salaries paid to the teachers, the value of the equipment, the character of the accommodation, the grade of the teachers' professional certificates, the length of their successful experience, and the amount of the assessments;
- (h) To pay, on or before the first day of August, in each year, the grant so apportioned to the Rural Public and Separate Schools in counties, to the treasurer of the county, and through him (except when he acts as sub-treasurer also) to the township treasurers for payment by them

to the boards of Rural Public and Separate School Trustees upon the warrants of the inspectors of Public and Separate Schools;

(j) Subject to the Regulations, to apportion to Public and Separate School Boards in poor rural districts, and to the residents of lumber, mining, and other settlements all sums of money appropriated for assisted schools;

General Instructions.

The information herein contained is now communicated to the Public and Separate School Inspectors in order that they may have sufficient time to procure from School Boards and County and Township Clerks the data necessary to fill in the official returns on which the distribution will be made by the Department of Education and the forms for which will be sent to each Inspector. All such data as above shall be certified by the official concerned. The Inspector shall see that they are properly made out and shall retain them for at least one year as the authority for his official report. The Public Schools Act provides that the Legislative grants shall be payable by the Minister of Education on or before the 31st day of August. It will, accordingly, be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so that he may make his report to the Department of Education not later than June 22nd.

Assessments and Sections.

- (1) The average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township, the total assessed value of the township as fixed by the last made county equalization.
 - (2) For the above computation:—
 - (a) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.
 - (b) A union section shall be counted as belonging to the township in which the school building is situated, and the assessed value of the portion of the other township or townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, section 79).
 - (c) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

Scheme of Distribution.

The total yearly apportionment to each school, not including Continuation Schools,* shall be the sum of the grants to which it is entitled under the following regulations:

I. Fixed Grants.

Where the average section assessment of the township, as defined above, is less than \$30,000.00, each school shall receive a fixed grant of \$30.00; where it is at

^{*} Note.—The name "Continuation School" (the former Continuation Class, Grade A) is applied, not to the whole public school, but to the particular division or divisions thereof in which Continuation School Work is taught.

least \$30,000.00 and less than \$40,000.00, the fixed grant shall be \$25.00; and where it is at least \$40,000.00 and less than \$50,000.00, it shall be \$20.00. Where it is \$50,000.00 or more there shall be no fixed grant.

II. Grants on Salaries.

- (1) Each school shall receive 40 per cent. of the amounts paid in teachers' salaries each school year (beginning in August and ending in June) up to a maximum of \$600.00 salary in the case of each teacher, the computation beginning as follows:
- (a) At \$150.00 for a principal teacher and at \$100.00 for each assistant teacher where the average section assessment, as defined above, of the township where the school is situated is less than \$30,000.00;
- (b) At \$200.00 for a principal and at \$150.00 for each assistant where said assessment is at least \$30,000.00 and less than \$40,000.00;
- (c) At \$250.00 for a principal and at \$150.00 for each assistant where said assessment is at least \$40,000.00 and less than \$60,000.00;
- (d) At \$300.00 for a principal and at \$200.00 for each assistant in the case of all other assessments.
- (2) Where the teacher performs all the duties of caretaker the Inspector shall deduct from the amount paid him for his services as teacher and caretaker a sum not exceeding \$25 in any one case, and where he performs part of the duties a proportionate amount of \$25.00.

III. Grants on the Teachers' Qualification.

The following grants shall be paid on the basis of the grade of the teacher's professional certificate and the length of his successful experience, the competency of each such teacher being duly attested by the County or Provincial Inspector, as the case may be, of the school for which such grant is claimed. This grant shall be one-half the amount if the teacher of the school holds such certificate for less than a year but for at least one term:

(1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July the first next,

(2) If said experience shall have been less than five years on the same date,

(3) If the teacher holds a Provincial Permanent Third Class, or a Provincial Permanent ungraded Certificate...... 10.00

IV. Grants on Equipment and Accommodations.

By section 90 (1) of the Public Schools Act of 1909 each County Council must raise the equivalent of the Legislative grant to the County for equipment and the accommodations.

(1) The Legislative grant on the equipment and the accommodations is distributed by the Minister as follows:

The total amount apportioned is divided by the total number of teachers in the Rural Public and Separate Schools, not including the teachers of Continuation Schools; and the quotient thus obtained, multiplied by the number of teachers in each inspectorate, gives the Legislative grant payable for the inspectorate.

For this computation each Principal is reckoned as a unit and each assistant as a half, if the school has been open for the whole school year; but each Principal shall be reckoned as a half and each assistant as a quarter, if the school or the assistant's class, as the case may be, has been open for less than a year but not less than half a year.

- (2) The grant to each Inspectorate shall be sub-apportioned by the Inspector in accordance with the instructions of Circular No. 33, 1907, as to the grading of the accommodations; and the items of the equipment provided in each school in accordance with said circular, shall be those on the value of which he will reckon the percentage. The special equipment for Continuation Schools or Fifth Forms (the former Continuation Classes, Grades B and C), shall not be included.
- (3) Out of the combined Legislative and County grants, each school shall receive 10 per cent. of the approved value of the equipment up to a maximum grant of \$20.00 for each Principal and of \$2.50 additional for each assistant.
- (4) Out of the combined Legislative and County grants, each school shall receive a grant on the character of its accommodations, the maximum being \$30.00 for a one-teacher school, \$45.00 for a two-teachers school, and \$60.00 for a school with more than two teachers, in accordance with the following scheme:

Grade.		Two teachers.									Three teachers and over.												
	I.		II.	I	II.	I	v.		I.	I	I.	II	I.	I	V.]]	ſ.	I	I.	I	II.	I	V.
Closets Water supply School grounds School buildings Class rooms Halls Cap rooms Private rooms Desks Blackboards Lighting Heating Ventilation	\$ 6 4 0 2 0 4 0 2 0 2 0 1 0 2 0 4 0 4 0 4 0 4 0 3 0 0	0 3 0 1 0 3 0 1 0 1 0 1 1 0 1 1 0 1 3 0 1	50 50 50 50 50 50 75 50 75 50 00	1 1 1 2 2	c. 00 00 00 00 00 50 00 00 00 00	\$ 1 1 1 7	c. 00 50 50 50 50 50 25 50 25 50 00 00	2 5 3 3 2 3 1 3 6 6	c. 00 00 00 00 00 00 00 50 00 00 00	1 1 2 1 2 1 2 1 2 4 4	25 50 25 10 25 10 25 50 50	3 1 2 1 1 1 1 1 3	c. 00 00 50 50 50 50 75 50 75 50 00 00	1 1 1	e. 50 50 50 25 75 50 75 40 75 50 50 30	3 6 4 4 3 4 2 4 2 4 8 8	c. 00 00 00 00 00 00 00 00 00 00 00 00	2 4 3 2 3 1 3 6 6	00 00 25 00 50 00 50 00 00	1 3 2 2 1 2 1 2 1 2 4 4	c. 00 50 00 00 00 00 00 00 00 00 00 00	1 2 2	c. 000 755 50 000 75 000 500 000 000 000 000

- (5) When a Union School Section is composed of portions of townships in different counties, the grant to its school from each county shall, as far as practicable, be that fraction of the Legislative grant payable to said school, which the assessed value of the portion of the section within the county, is of the whole assessed value of the section, according to the equalization made by the assessors, as provided in section 29 of the Public Schools Act of 1909.
- (6) When the amount of the Legislative and County grants is insufficient to provide for each school the sums required under the foregoing regulations, the

Inspector shall make a *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(7) In order that the County Council may be duly notified before its June meeting of the amount it must raise as the equivalent of the Legislative grant on equipment and accommodations, each Inspector shall notify the Minister not later than May 15th of the numbers of teachers in his Inspectorate reckoned as in (1) above.

When the Inspector has Rural Schools in different counties, he shall make a

separate return for each county.

V. Time of Payment of the Grants.

Subsection (h) of section (6) of the Department of Education Act provides for the payment of the Legislative grant to the counties concerned before August 1st. Said grants shall be forthwith payable to the respective Boards of Rural Public and Separate School Trustees, except the grant on the equipment and the accommodations which, with the equivalent County grant, shall be payable as the Inspector may arrange, but not later than December 1st. If said grants on equipment and accommodations are payable to the Township Treasurer, the Inspector shall notify the County Treasurer, of the amount due the Township Treasurer on this account.

Grants to Assisted Schools.

As heretofore, the grant to Assisted Schools provided for in section 6 (j) of the Department of Education Act of 1909, quoted above, will be apportioned on the report of the Inspector, who shall supply, in a form to be obtained from the Minister, the details necessary to enable him to form a proper judgment as to the merits of each application.

Special Grant for Rural School Libraries.

The special grant of \$6,000.00 in aid of Rural School Libraries will be distributed amongst the Rural Public and Separate Schools of the whole Province, not including Continuation Schools or Fifth Classes as an additional percentage on the value of all library books purchased between October 1st, 1908, and October 1st, 1909, provided no school receives more than \$10.00, and provided no purchase is less than \$10.00. The books shall also have been approved by the Inspector as especially suitable for the pupils' use.

All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require, in regard to the purchase of the

books, including vouchers from the booksellers.

The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education, not later than the first day of November.

May 4th, 1909.

INSTRUCTIONS TO INSPECTORS. REVISED 1909.

(Instructions No. 13.)

DISTRIBUTION OF THE LEGISLATIVE GRANT. RURAL PUBLIC AND SEPARATE SCHOOLS IN THE DISTRICTS OF ONTARIO.

Statutory Provisions for the Distribution of the Legislative Grants.

The following is the scheme of distributing the Legislative Grant to the Rural Public and Separate Schools in the Districts:

- (1) Subject to the Regulations all sums of money appropriated as a general grant for the Rural Public and Separate Schools shall be apportioned by the Minister amongst such Rural Schools on the basis of the salaries paid to the teachers, the value of the equipment, the character of the accommodations, the grade of the teachers' professional certificates, the length of their successful experience, and the amount of the assessments.
- (2) Subject to the Regulations the grants so apportioned to Rural Public and Separate Schools in Provisional Judicial Districts shall be paid to the respective boards of trustees on or before the first day of August in each year or in two equal instalments, the first on or before the 1st day of August, and the second on or before the first day of December.
- (3) Subject to the Regulations all sums of money appropriated for assisted schools shall be apportioned by the Minister to Public and Separate School Boards in poor rural districts, and to the residents of lumber, mining, and other settlements.

General Instructions.

The information herein contained is now communicated to the District Inspectors, in order that they may have sufficient time to procure from School Boards and Township Clerks the data necessary for the official returns, on which the distribution will be made by the Minister, and the forms for which are sent herewith to each Inspector. All returns from School Boards shall be certified by the Secretary or Secretary-Treasurer; those from the Township Clerks shall be certified by these officials; and said returns shall be retained by the Inspector, for at least one year as his authority for his official report. The Department of Education Act provides that the Legislative Grants shall be paid by the Minister, on or before August 1st. It will accordingly be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so as to transmit to the Department of Education, the official forms completely filled in, not later than June 22nd.

Assessments and Sections.

(1) In the case of *organized townships* the average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township the average of the total assessed values of the township for the three years next preceding the year of distribution.

- (2) For the above computation:
- (a) The lands of the supporters of each Separate School, shall be counted as a section in forming the divisor.
- (b) A union section shall be counted as belonging to the township, in which the school building is situated and the assessed value of the portion of the other township or townships completing said union section, shall be added to the dividend (see Public Schools Act of 1909, sections 29 and 35).
- (c) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.
- (3) In the case of unorganized townships, the average section assessment hereinafter referred to shall be computed on the average of the total assessed values of the section for three years next preceding the year of distribution.
- (4) If, in any year, the assessment of 1906 is reduced in any case, such reduction shall not be recognized by the Department of Education, unless satisfactory reasons are submitted, through the Inspector, for said reduction.

Scheme of Distribution.

The total yearly apportionment to each school, not including Continuation Schools,* shall be the sum of the grants to which it is entitled under the following regulations:

I. Fixed Grants.

When the average section assessment, as defined above, is less than \$20,000, each school shall receive a fixed grant of \$40; when it is at least \$20,000, but less than \$30,000, the fixed grant shall be \$30; when it is at least \$30,000, but less than \$40,000, the fixed grant shall be \$25; and where it is at least \$40,000, but less than \$50,000, the fixed grant shall be \$20; where it is \$50,000 or over there shall be no fixed grant. Only half the grant will be paid in cases of Schools which have been open only one full term; but a further allowance will be made proportionately to the time such Schools were in operation during the second term.

II. Grants Payable on Teachers' Salaries.

Each school shall receive 40 per cent. of the amounts paid in teachers' salaries each school year (beginning in August and ending in June) up to a maximum of \$600 salary in the case of each teacher, the computation beginning as follows:

- (1) At \$100, where the average section assessment, as defined above, is less than \$20,000;
- (2) At \$150 for a Principal and \$100 for an assistant where the average section assessment, as defined above, is \$20,000 or over.

^{*}The term "Continuation School" (the former Continuation Class Grade A), applies, not to the whole public school, but to the particular division or divisions thereof in which Continuation School work is taught.

III. Grants on the Teachers' Qualifications.

The following grants shall be paid on the basis of the grades of the teachers' professional certificates and the length of their successful experience, the competency of each teacher being attested by the Inspector of the school for which such grant is claimed. The grant shall be one-half of the amount if the teacher of the school holds such certificate for less than a year, but for at least half a year:

- (1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next:
 - (a) For a Provincial Professional First Class Certificate.
 (b) For a Provincial Professional Second Class Certificate.
 (c) If said experience shall have been less than five years on the same date:
 (a) For a Provincial Professional First Class Certificate.
 (b) For a Provincial Professional Second Class Certificate.
 (c) For a Professional Third Class (both permanent and limited) or a Provincial Ungraded Permanent Certificate.

Grants on Equipment and Accommodations.

(d) For a Professional District Certificate......

- (1)—(a) Where the average section assessment, as defined above, is under \$20,000, each school shall receive a grant of \$30; and where it is at least \$20,000 and under \$30,000, a grant of \$25, said grants to be applied to the improvement of the equipment and accommodations.
- (b) No school which has not been in effective operation for a least one term shall be entitled to the above grant.
- (c) The above grants for the improvement of equipment and accommodations shall be expended by the School Boards under the advice of the Inspector; and the improvements, with the items of expenditure, shall be reported to him by the School Boards, before August 1st of the year next following the receipt of the grant.
- (2) Where the average section assessment as defined above is \$30,000 or over, a grant will be made by the Minister to each Inspectorate at the rate of \$20 for each principal, and \$2.50 for each assistant (not including the teachers of Continuation Schools) where the school has been in effective operation for at least one term, and the total sum of said grants shall be sub-apportioned by the Inspector concerned amongst his schools with said assessment, on the basis of the value of the equipment and the character of the accommodation in accordance with the following scheme:
- (a) Each school shall receive 10 per cent. of the approved value of the equipment up to a maximum of \$20 for each Principal and \$2.50 additional for an assistant; the items of the equipment on which the valuation is made being those prescribed in Circular No. 33, 1907, and provided in the school. The special equipment for Continuation Schools and Fifth Classes (the former Continuation Classes, Grades A, B, and C) shall not be included.
- (b) Each school shall receive a grant on the character of its accommodations, the maximum being \$30 for a one-teacher school, \$45 for a two-teachers school, and \$60 for a school with more than two teachers, in accordance with the provisions

of Circular No. 33, 1907, in regard to accommodations, and in accordance with the following scheme:

Grade.		Two teachers.									Three teachers and over.												
	I.	II	II.		III. I		IV.		I.		II.		III.		IV.		•	1	[.	II	I.	I	7,
Closets Water supply School grounds School buildings Class rooms Halls Cap rooms Private rooms Desks Blackboards Lighting Heating. Ventilation	\$ cc 4 00 2 00 4 00 2 00 2 00 1 00 2 00 4 00 4 00 30 00		75 50 75 50 00 00	2 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1		\$ 1 1 1 7	c. 00 50 00 50 50 50 25 50 00 00 00 25 50 50 50 50 50 50 50 50 50 5	2 5 3 2 3 1 3 6 6	c. 00 00 00 00 00 00 00 50 00 00 00 00	1 3 2 2 1 2 1 2 1 2 4 4 4 4 4	50 75 25 25 50 25 10 25 50 50 50	1 1 1 1 1 1 3	c. 00 00 50 50 50 75 50 00 00 50	1 1 1	c. 50 50 50 25 75 75 40 75 40 75 50 50	3 6 4 4 3 4 2 4 8 8	c. 00 00 00 00 00 00 00 00 00 00 00 00 00	2 4 3 2 3 1 3 6	c. 00 25 50 00 25 00 50 00 50 00 00 00	2 1 2 1 2 1 2 4 4	c. 00 50 00 00 00 50 00 00 00 00 00 00 00	1 1 1 1 1 2 2	e. 00 75 50 00 00 75 00 50 00 00 00 00

(c) When the amount of the Legislative Grant to the inspectorate is insufficient to provide for each school the sums required under the preceding regulations, the Inspector shall make a pro rata deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a pro rata addition to the total grant to each school.

(d) In order that the Department may apportion the correct amount to each Inspectorate for the grant for equipment and accommodations, each District Inspector shall notify the Minister not later than July 1st, of the number of teachers in his Inspectorate reckoned as in (2) above.

(e) A return of the total grant on equipment and accommodations as subapportioned by the Inspector to each school shall be made by him to the Department of Education, not later than November 1st, and shall be payable by the Minister not later than December 1st, direct to the school Board.

Grants to Assisted Schools.

In accordance with the statutory provisions, further grants will be made to assist special cases of hardship in school sections and in settlements where there is yet no school organization, for teachers' salaries and for such other purposes as the Minister of Education may deem expedient. Such grants will be made on the report of the Inspector concerned, who shall set forth in full detail on or before the first of November of each year, in a form to be obtained from the Department of Education, the conditions which, in his judgment, necessitate such grants.

Special Grant for Rural School Libraries.

The special grant of \$6,000 in aid of Rural School Libraries, will be distributed amongst the Rural Public and Separate Schools of the whole Province, not including Continuation Schools or Fifth Classes, as a percentage on the value of all books

purchased between October 1st, 1908, and October 1st, 1909, provided no school shall receive more than \$10.00, and provided no purchase is less than \$10.00. The books shall also have been approved by the Inspector as especially suitable for the pupils' use.

All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require, in regard to the purchase of the

books, including vouchers from the booksellers.

The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the first day of November.

April, 1909.

INSTRUCTIONS TO PUBLIC AND SEPARATE SCHOOL INSPECTORS, 1909. (Instructions No. 14.)

DISTRIBUTION OF THE LEGISLATIVE GRANT TO PUBLIC AND SEPARATE SCHOOLS IN THE URBAN MUNICIPALITIES.

At its recent session the Legislature voted the sum of \$60,000, to be distributed, subject to the Regulations of the Department of Education, amongst the Public and Separate Schools in urban municipalities, on the bases of the grade of the teachers' certificates and the length of their successful experience. [Sect. 6 (d-e) Department of Education Act.]

This grant which is to be applied exclusively as an addition to the teachers' salaries will be apportioned amongst the urban Public and Separate Schools in accordance with the following regulations, and the Inspector will fill in accordingly the accompanying schedules:

Urban Municipalities in the Organized Counties.

I. In Cities.

- 1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be:—
 - (a) For a Provincial First Class Certificate.....\$20.00
 - (b) For a Provincial Second Class Certificate...... 15.00
- 2. If said experience shall have been less than five years on the same date the grant shall be:—
 - (a) For a Provincial First Class Certificate.........\$15.00
 - (b) For a Provincial Second Class Certificate...... 10.00
 - 3. For a permanent Third Class Certificate the grant shall be.. 7.50

II. In Towns.

- 1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be:—
 - (a) For a Provincial First Class Certificate......\$30.00
- (b) For a Provincial Second Class Certificate......... 22.50
 2. If said experience shall have been less than five years on the same date, the grant shall be:—
 - (a) For a Provincial First Class Certificate......\$22.50
 - (b) For a Provincial Second Class Certificate........... 15.00
 3. For a Permanent Third Class Certificate the grant shall be..\$11.25

III. In Villages.

- 1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be:—
 - (a) For a Provincial First Class Certificate\$40.00
 - (b) For a Provincial Second Class Certificate...... 30.00
- 2. If the said experience shall have been less than five years on the same date, the grant shall be:—
 - (a) For a Provincial First Class Certificate......\$30.00
 - (b) For a Provincial Second Class Certificate...... 20.00
 - 3. For a Permanent Third Class Certificate the grant shall be.. \$15.00

Urban Municipalities in the Districts.

IV. In Urban Municipalities with a Population of 1,500 or over.

- 1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be:—
 - (a) For a Provincial First Class Certificate.....\$40.00
 - (b) For a Provincial Second Class Certificate...... 30.00
- 2. If the said experience shall have been less than five years on the same date, the grant shall be:—
 - (a) For a Provincial First Class Certificate.....\$30.00
 - (b) For a Provincial Second Class Certificate........ 25.003. For a permanent or ordinary Third Class Certificate the grant
 - shall be\$20.00

V. In Other Urban Municipalities.

- 1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be:—
 - (a) For a Provincial First Class Certificate......\$50.00(b) For a Provincial Second Class Certificate....... 37.50
- 2. If the said experience shall have been less than five years on the same date, the grant shall be:—
 - (a) For a Provincial First Class Certificate......\$37.50
 - (b) For a Provincial Second Class Certificate...... 31.25

VI. The competency of each teacher shall have been duly attested by the Inspector of the school for which the grant is claimed.

VII. The grant shall be one-half of the amount if the teacher of the school has held the certificate for less than a year, but for at least one term. In his report the Inspector will indicate this by inserting the numeral 1 in the proper column.

VIII. If the Legislative grant of \$60,000 is not sufficient for, or if there is a balance over, the apportionment to the Public and Separate Schools in the urban municipalities in the counties and districts, on the foregoing bases, the Minister may make a pro rata adjustment in the case of each grade.

Note.—Where there are more than one municipality, the Inspector will report them separately, placing together in each municipality the certificates of the same grade. He will also in all cases arrange the grades in the order of the circular.

May, 1909.

REGULATIONS AND COURSES OF STUDY FOR THE AGRICULTURAL DEPARTMENTS OF THE

CONTINUATION SCHOOL AT CARP, THE HIGH SCHOOLS AT ESSEX, NORWOOD, AND SIMCOE, AND THE COLLEGIATE INSTITUTES AT GALT, COLLINGWOOD, LINDSAY, PERTH, PICTON, MORRISBURG, AND WHITBY.

Session of 1909-1910. (Circular No. 47½.)

Admission Requirements.

- 1. Pupils who take the regular two years' Special Course in Agriculture or a partial course therein in a High or Continuation School, shall be admitted in accordance with the regulations that govern the admission of other High School pupils.
- 2. To the courses held throughout the county, such persons may be admitted as, in the judgment of the teacher of Agriculture, are competent for the work, whether, for example, farmers or farmers' sons or daughters, or pupils of Public Schools or of other High Schools. A list thereof and their reported attendance shall be kept by the Principal of the school; but they shall not be enrolled as regular High School pupils unless they have been admitted to a High School as provided above.

Qualification of Teachers.

3. The teacher of Agriculture in connection with a High School or a Continuation School shall hold the degree of B.S.A., from the University of Toronto, or a

certificate of qualification from the Ontario Agricultural College. Such teachers may also take part in the Science work of the school at the discretion of the Principal, provided such work does not in any way interfere with their special work as teachers of Agriculture.

Duties of Teachers.

- 4. Like the other members of the High School staff, the teacher of Agriculture shall be generally subject to the authority of the Board and Principal of the School, the latter of whom shall control his time-table and have the general direction of his movements.
- 5. With a view to bringing the Department of Agriculture into closer touch with the farming community and of making it more directly beneficial to them, the teacher of Agriculture shall also act as the local agent of the Department of Agriculture for the district, as follows:—
 - (a) He shall visit from time to time the various parts of the county and report

upon their special requirements.

- (b) He shall take charge of an office situated in the High School district, where he may meet the farmers, giving them aid and advice, supplying them with the bulletins of the Department of Agriculture and such other farm literature as may be useful, and discussing with them the latest experimental results of the work of the Ontario Agricultural College.
- (c) He shall keep in touch with Farmers' Institutes and with local Agricultural Associations as, for example, by holding a School exhibit at the Fall Fair; he shall also act in concert with the staff of lecturers, demonstrators, and professors of the Ontario Agricultural College.
- (d) Where practicable, he will arrange for excursions for students and others to the Agricultural College in the month of June, and shall take special charge during such visits of those who have been in attendance on his classes.
- (e) He shall attend the Winter Fair and annual meeting of the Experimental Union, held yearly in Guelph for one week in December.

Accommodations and Equipment.

6. A suitable Laboratory and the Equipment necessary to carry out the work

as outlined under Chemistry, Physics, and Biology.

Experimental Grounds, separate from the ordinary School Grounds, for illustration purposes in the growing of various classes of farm crops and training in experimental work. The area of the Grounds will be determined by local conditions. A list of suitable equipment from which Boards may select has been prepared and may be obtained on application to the Deputy Minister of Education.

Inspection.

7. The Agricultural Department of each High School or Collegiate Institute shall be inspected at least once each year by an officer deputed for this purpose, by the Minister of Education and by the Minister of Agriculture.

Courses of Study.

8. The regular Special Course in Agriculture in a High School shall be the two years' one, as defined below. Partial courses may also be provided in the High

School for regular High School pupils or for such occasional pupils as may desithem.

- 9. Regular High School pupils taking the special course in Agriculture sha take in addition the subjects which are obligatory upon all High School pupil namely, Geography, Arithmetic and Mensuration, English Grammar, Writing, Reading, English Composition, English Literature and History, with such suitab modifications of this course, and with such additional subjects, as may be deemed expedient by the Principal and the parent or guardian of the pupil. [See Reg. 3 (4) and (6), of 1904.]
- 10. It is not intended that all the work outlined in the course below shall be covered in two years. The outline is suggestive rather than obligatory, and the amount of work to be taken up shall be determined by the needs of the community and the nature of the special subjects selected. In some districts, Horticulture subjects, for example, will receive special emphasis; in others, Dairying, and, in others again, Stock raising, and so on.
- 11. In addition to the regular Special High School Course, partial courses may be provided, when needed, in the High Schools or in the Continuation School and in other parts of the county, of such duration and character as may meet the needs of the farming community. These may include short courses in Horticulture Soils, Seeds, Weeds; Farm dairying, Poultry keeping, etc., as well as demonstration and lectures in particular subjects (Stock judging, Seed judging, etc.) at one or more meetings at suitable centres. In these courses the teacher of Agriculture will leastifed, when necessary, by members of the staff of the Ontario Agriculture College, and he will be supplied by the College with abundant material for demonstration purposes.
- 12. High School pupils who take the two years' Special Course herein provide and whose competency is attested by the Principal of the school and the teach of Agriculture, shall be eligible for entrance to the Second Year work of the Ontario Agricultural College.
- 13. The following is the regular two years' Special Course, to be organized in accordance with the requirements of each locality:
- (1) Field Husbandry.—History of agriculture; different systems of farming different kinds of soil; rotation of crops; farm crops in their relation to drainage application of manures; green manuring; preparation of the land for the different crops; methods of cleaning, testing, and selecting farm seeds; study of cereal roots, fodder crops, grasses, clovers, and other farm crops; sowing, harvesting preserving, marketing.

Experimental grounds near the school will be used for illustrative experimental with varieties of cereals, grasses, root crops, and in seed selection, methods cultivation, rotation of crops, and the use of various kinds of fertilizers.

(2) Animal Husbandry.—A study of the history and characteristics of the principal breeds of live stock, including light and heavy horses, beef and dair cattle, sheep, and swine; feeding and management; principles of breeding; registration of pedigrees; market requirements.

Visits to local farms, and practical work in judging stock.

(3) Dairy Husbandry.—The herd: formation, care, and management of a dair herd, rearing of calves; dairy stables; lighting, cleaning and ventilating; individual cow records. The milk: care of milk, elementary chemical and bacteriological study of milk. The home dairy: running of hand separators and care of dair utensils; manufacture, packing, and marketing of butter.

Visits to local creameries and cheese factories, and a study of factory methods

manufacture, packing, and marketing.

(4) Poultry.—The most valuable breeds and varieties of hens, ducks, geese and rkeys, their characteristic points and peculiarities; various methods of housing ultry; incubation, brooding, and rearing of chickens; general methods of feeding and management; market conditions; the fattening and dressing of poultry for ome and foreign markets.

(5) Horticulture.—Treatment of fruit plantations: cultivation, grafting, spraying; value of cover crops; methods of growing and caring for vegetables; selection f varieties; study of insect and fungus diseases affecting fruits and vegetables; care,

toring, and marketing of fruit.

(6) Forestry.—Forestry as related to the farm; classification of the common orest trees, the establishment, care and protection of the wood-lot; varieties and

nethods for roadside planting and shelter belts.

(7) Agricultural Botany.—Identification and eradication of weeds and weed eeds; Seed Control Act and its application; experiments to show seed germination and growth of plants; the relation of plants to soil, air, light, temperature, and noisture; systematic study of the structure of cereals, grasses, legumes, and roots; plant diseases: smut, rust, mildew, etc.; how to recognize and combat them; Collecting, pressing, and mounting of weeds, grasses; weed seeds for samples in dentification.

(8) Entomology.—A practical course in economic insects, identification, habits, and life histories; a close study of the more important insects, by means of breeding and rearing cages; insecticides; collecting of injurious and beneficial insects

and samples of their work.

(9) Agricultural Physics.—Soil: classification and physical examination, origin, and mode of formation; soil forming, soil forming rocks and minerals; behaviour towards moisture. Surveying and drainage; measurement of fields and farms with the chain; calculating areas and drawing plans; use of various instruments for determining levels, preparing plans for drainage; methods of digging, laying of tile, and filling of trench; calculations concerning required size of tile and cost of various systems. Conservation of moisture by drainage, mulching, and cultivation; capillarity and its relation to plant growth. Water capacity of different soils. Mechanics: principles of farm machinery; principles of ventilation, lighting and beating.

(10) Agricultural Chemistry.—Chemical composition of soils; elements used by plants; availability and assimilation of plant food in the soil; application of fertilizers; absorption and retention of important constituents, as nitrogen, phosphoric acid, and potash; insecticides and fungicides; their composition and proper

mixture.

July, 1909.

SYLLABUS OF COURSES AND REGULATIONS FOR THE MODEL SCHOOLS AT

CORNWALL, DURHAM, KINGSTON, LINDSAY, RENFREW, AND NORTH BAY.

Session 1909. (Circular No. 4.)

Location and Purpose.

- 1.—(1) The Model Schools are situated at Cornwall, Durham, Kingston, Lindsay, and Renfrew. Provision is also made at the North Bay Normal School for Model School work.
- (2) The purpose of the Model Schools is to prepare teachers of the Third Class, in the theory and the art of organizing, governing, and instructing the pupils of the Public and the Separate Schools; and to improve the general culture of such teachers and, in particular, their academic preparation for teaching the subjects prescribed in the programme of studies.
- (3) The attached Urban Public and Separate Schools, and the attached Rural Schools, are used, as required, to afford the teachers-in-training adequate means of observing well-conducted Schools, and of securing practice in teaching, discipline, and management.

Session.

2. The session of the Model Schools will begin on the first day of September, 1909, and will end on the fifteenth day of December.

Conditions of Admission.

Application to the Deputy Minister.

3. Application for admission shall be made to the Deputy Minister not later than August 15th, 1909, on a form to be supplied by him.

Application to the Principal.

- 4. In addition to the card of admission from the Deputy Minister, each applicant, on presenting himself at a Model School, shall submit to the Principal thereof:
- (1) A certificate from competent authority that he was at least eighteen years of age before December 31st, 1909.
- (2) A certificate from a clergyman, or other competent authority, that he is of good moral character.
- (3) A certificate on the official form, from a physician, that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.
 - (4) One of the following:
- (a) A certificate of having passed the District Certificate Examination of 1904, or any subsequent year.
- (b) A certificate of having passed the Examination for Entrance into the Model Schools.

(c) A certificate of having passed the July Examination for Entrance into the Normal Schools or Faculties of Education, or of having obtained 40 per cent. of the aggregate marks in either of these examinations with 25 per cent. in each paper; provided that in all such cases the candidate satisfies the Principal of the Model School that he is competent in the subjects of the Model School Entrance Examination which are not required at the said July Examinations.

NOTE.—Candidates are hereby notified that they must present themselves at the date prescribed in paragraph 2, and comply fully with the conditions prescribed in paragraphs 3 and 4.

Duties of Principals and Assistants.

- 5.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Model School.
- (2) The other members of each staff shall be subject to the authority of the Principal.

Duties of Teachers-in-Training.

6.—(1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such disci-

pline and directions as the Principal may prescribe.

- (3) Teachers-in-training who, in the opinion of the staff, are unduly defective in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed by the Principal, at any time during the session from further attendance at the Model School.
- (4) All applicants are strongly advised to review carefully, before entering, the work of the Lower School of the High Schools.

Text-Books.

- 7.—(1) The text-books for the academic work shall be those prescribed in such subjects for the High Schools.
- (2) The text-books for the professional work shall be those prescribed for the Public Schools, and those printed below in italics.

Literary Society.

8. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the Course of study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special preparation for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

Examinations.

Subjects and Values.

9.—(1) (a) The final standing of the teacher-in-training shall be determined on the combined results of his sessional records (including Class Tests and Observation and Practice-teaching) and the prescribed final examination.

(b) The final examination papers shall be uniform for all the Model Schools, and shall be based upon the courses as laid down in this Syllabus.

(2) (a) The examinations in Groups II. and III. shall include a thorough

test of the academic qualifications of the teacher-in-training.

(b) At the examination in Groups I. and II. there shall be one paper on each of the following subjects, and the maximum marks for each subject of the examination shall be as follows: the marks for the Sessional Records in each subject being 20 per cent. of the maximum.

Group I.

Professional.—Principles of Education. School Organization and Management, each 100.

Group II.

Academic and Professional.—Arithmetic, Literature, Grammar, History, Composition, Geography, and Nature Study, each 100.

Group III.

(3) The marks counted in estimating the final standing of the teacher-intraining in the following subjects shall be those awarded him during the session, more especially towards the close thereof, for the oral, written, and practical tests in matter and, where applicable, in method, the maximum for each subject being as follows:—

Academic and Professional.—Art, Music, Reading, Spelling, Writing, Physical Training, and Physiology and Hygiene, each 100; School Law and Regulations, 50.

Group IV.

(4) The marks counted in estimating the final standing of the teacher-intraining in Observation and Practice-teaching shall be those awarded him in these subjects during the session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,000, and those for Observation lessons 200.

Certificates.

- 10.—(1) A teacher-in-training who at the final examination obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I., II., III., and IV., may, on the recommendation of the staff, be awarded a Limited Third Class certificate valid for five years.
- (2) A teacher-in-training who fails at the final examination in either or both of Groups I. and II., but who obtains the aggregate in each of these groups and passes in Groups III. and IV., may, on the recommendation of the staff and Board of examiners, obtain a Limited Third Class certificate without attending a second session, on obtaining at any subsequent Model School examination 60 per cent. of the marks for each of the subjects of his failure. All other candidates who fail shall attend a second session.
- (3) Candidates who are exempt from attendance at a Model School and who are actually engaged in teaching, shall be exempt from an examination in Group IV.,

provided they submit to the Minister a certificate from their last Inspector that they have taught successfully for at least six months. The pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each of Groups I., II., and III.

Programme of Studies.

- 11.—(1) The courses of study for teachers-in-training who attend for a year's session shall consist of the following:
- (a) A review, as far as time will permit, of the Public School course and of the academic subjects, from the standpoint of pedagogy and the requirements of the Public and Separate Schools, including special instruction in Reading, Writing, Art, Physical Training, Physiology and Hygiene, Music, School Law and Regulations
- (b) The principles of Education and General Methodology, Special Methodology, and School Organization and Management.
 - (c) Supervised Observation in the Public Schools.
 - (d) Supervised Practice teaching in the Public Schools.

Order of the Courses.

- 12. (1) In order that the teacher-in-training may begin early the Observation work and the Practice-teaching, the following introductory courses shall be taken up in the following order:
- (a) The prime essentials of the course in the Principles of Education and General Methodology.
 - (b) A course of Observation in the different forms of the Public Schools.

As soon as the course begins, one lesson a day shall be given in the course in (a) and in (b), the total number in each being from ten to fifteen.

- (2) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as circumstances will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public School programme. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.
- (a) On the professional side after the completion of the Introductory Course [13 (1) (a)] the course in the Principles of Education should be taken up three times a week until finished. The course in School Organization and Management should be taken up from the first three times a week until finished.
- (b) The minimum number of periods for each of the professional and academic subjects should be as nearly as practicable as follows:—

The Principles of Education, including the Introductory course, 35; School Organization and Management, 30; School Law and Regulations, 5; Arithmetic, 20; Grammar, 15; Literature, 15; History, 10; Geography, 15; Language and Composition, 20; Spelling, 8; Reading, 20; Nature Study, 15; Physiology and Hygiene, 8; Art, 15; Music, 10; Physical Training, 8; Writing, 15.

Observation and Practice Teaching.

- 13.—(1) The Introductory Courses provided for in Regulation 15 shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 30 and of Practice-teaching lessons 20; but these numbers shall be increased to meet the necessities of individual teachers-in-training.
- (2) (a) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time-table arranged from time to time.
- (b) At least that group to which the teacher-in-training belongs shall be present at the discussions on his Observation and Practice-teaching lessons.
- (3) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the Public Schools in all subjects and in all grades.
- (4) (a) Teachers-in-training shall be notified by the Principal of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand.
- (b) After observing the lesson, they shall submit a report upon it to the teacher concerned.
- (5) (a) Teachers-in-training shall be notified of the subject and the scope of the Practice-teaching lesson by the teacher of the Public School, after consultation with the Principal.
- (b) Teachers-in-training shall prepare a plan of each Practice-teaching lesson for submission to the teacher concerned.
- (6) Model lessons for Observation by the students shall be taught by the teachers of the School in accordance with the regular programme of the Model School.
- (7) (a) The necessary applications of the Principles of Education and of Special Methodology shall be made systematically by the Model School Principal in connection with the Model and the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth.
- (b) Concerted work on the part of the teachers in the Model School shall be secured by frequent conferences, especially before the work concerned begins.

Syllabus of Courses.

Educational Principles and General Methodology.

- 14. The object of the course is to provide teachers with such a working conception of the nature of Education and of Methodology as will improve natural tact and skill by determining procedure and forming ideals.
- (1) Aim of Education: Examination of some of the current definitions of Education; relation of aim to procedure in Education.
- (2) Function of the school: The relation of the school to other social institutions, the home, the church, the state, the vocation.
 - (3) Subject Matter of Instruction: Purpose and value of subjects of study.
- (4) Methods of Instruction: Purpose of methods of instruction; necessity of basing methods of instruction on the knowledge of the laws of mental development.
- (5) Instincts and Interests: The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening or modifying instincts or interests.

- (6) Habit and Association: Nature of habit; relation of habit to instinct; condition of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations.
- (7) Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim "Proceed from the known to the related unknown."
- (8) Attention: Nature of attention as a process; conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

(9) Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the

review lessons; methods of conducting drill and review.

(10) Individual and General Notions: How they are distinguished from each other; how individual notions should be approached and presented; how to proceed from individual to general notions; the value of types in the development of general notions; how general notions should be applied.

(11) Laws underlying the Process of Teaching: The relation of analysis to

synthesis, of induction to deduction.

(12) Impression and Expression: Their interdependence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

(13) The Plan of the Recitation: Adjustment to the needs of the capacities of the pupils; relation of previous work; examination of the "five formal steps"

of the Herbartians.

(14) Teaching Devices: Use of questioning in the development of the individual and general notions; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations; their office and value.

Books of Reference:

McMurry: Method of the Recitation.

Gordy: Psychology.

Tilley: Methods of Teaching.

School Organization and Management.

- 15. The object of the course is to give the teacher, in the light of the principles of education, a knowledge of the technique of school management and organization, which shall enable him to secure the smooth and efficient working of his school. The course includes the following topics:—
- (1) The Teacher: Natural qualifications of a good teacher; importance of scholarship, of training, of experience, of professional studies, of wide culture, of Teachers' Associations, etc.; the teacher's relations with the Principal, the Inspector, or trustees, parents; civic and social duties; personal power and influence in the

school, in the community; daily preparation for teaching; correcting written exercises; care of health.

- (2) Classification: The meaning and the problems of school organization; promotions, when and how made; in graded schools the division of subjects and pupils among the several teachers.
- (3) The Daily Programme: Its purpose and value; principles involved in the construction of a time-table; seat work; individual blackboard work; the question of fatigue; typical time-tables for graded and for ungraded schools; school records.
- (4) Written Examinations: Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.
- (5) School-room Routine: Chief varieties of mechanizing routine, their advantages and disadvantages; appointment of monitors.
- (6) Desirable School Habits: Punctuality; neatness in person and in work; accuracy; quietness; industry; obedience; the relation of the preceding to moral training.
- (7) School Incentives: Kinds and office; effects on character, on school work, on health.
- (8) Order and Discipline: What is meant by good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment; ends and necessity; right conditions; characteristics of judicious punishment; injudicious punishment; the discipline of consequences.
- (9) Physical Education: Relations of physical and intellectual development; importance of change of work; value of plays and games; organized or unorganized play; dangers of fatigue; the teacher on the play-ground; physical exercise within the school.
- (10) The Kindergarten: Its essential principles; relation to the school system as a whole.

Note.—For information as to the necessary details of School Accommodations and Equipment, the teacher-in-training is referred to Circular 33, of 1907.

Books of Reference:-

Millar: School Management.
Bagley: Class Management.
White: School Management.

Landon: Principles and Practice of Teaching and School Management.

Special Methodology.

- 16. The object of the course is to prepare the teachers-in-training for intelligently observing and teaching in all grades of the attached Public Schools, by enabling them to apply the principles of education and, in particular, to adapt to the work in each subject the principles of General Method. The work in the special method of each subject is introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons are followed by a series of a more detailed character, dealing with:
- (1) The selection and the organization of material for the Public School Forms, taken in order, from the standpoint of presentation to the pupil.

(2) The discussion of special methods of instruction concurrent with the cademic review of the subject matter.

The courses shall be taken up in terms of the Public School Programme of tudies, the provisions of which shall be constantly kept in mind.

leneral Books of Reference:—

Chubb: Teaching of English. Hodge: Nature Study and Life.

Dearness: How to Teach Nature Study. Silcox and Stevenson: Nature Study.

Geikie: Teaching of Geography.

Annandale: The Concise Imperial Dictionary.

I. Language and Composition.

17. The special object of the course in Language and Composition is to prepare the teacher to train his pupils to speak and to write good English as a fixed, unconscious habit. The course includes the following topics:—

The Importance of Language Training.—The place of a knowledge of the mother congue in education; the value of clearness, force and grace of expression.

Oral and Written Composition.—Their relation; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in Oral and Written Composition.—Methods of encouraging pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of forming linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms in speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; method of correcting compositions; value of re-writing.

Mechanics of Written Composition.—Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

Materials for Written and Oral Composition.—Principles governing choice of topics; gathering, selecting and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories, school games, autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

II. Reading.

18. The special object of the course in Reading is to prepare the teacher to train his pupils to get the writer's thought and feelings (intelligent reading) and to communicate them to the listener so that he may appreciate them (intelligible reading). The course includes the following topics:—

The Scope of Reading.—Its correlation with other subjects; importance of training in reading and the principles of vocal expression to pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his

previous preparation.

Forms of Reading .- The function and value of silent reading, sight reading,

dramatic reading, elocution, declamation.

Methods in Reading.—Examination of the various methods of teaching beginners to read; advantages and disadvantages of each; devices for securing rapid word recognition and for fixing attention on the thought as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the necessity for giving attention to expression in all stages; the objects of advanced reading; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

III. Spelling:

19. The special object of the course in Spelling is to prepare the teacher to secure accuracy in the mechanism of written word-expression. The course includes the following topics:—

Scope of Spelling.—Its correlation with other subjects; causes of the difficulties

experienced by pupils in learning to spell; causes of incorrect spelling.

Methods in Spelling.—Necessity for teaching, not merely testing spelling; examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of pupils; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention versus correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Materials for Spelling.—Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary

and of the spelling-book.

IV. Literature.

20. The special object of the course in Literature is to prepare the teacher to create in his pupils a taste for good literature, while broadening their knowledge, moulding their characters and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling. The course includes the following topics:—

Selection of Subject-matter for Literature Lessons.—Qualities of literature that appeal to children of different ages; basis of selection of material for different

grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to children of lower grades and of general works for pupils in the highest forms; complete wholes versus extracts.

Methods in Teaching Literature.—Methods of dealing with primary literature; comparison of values of reading and telling; the application of the general principles of method to the teaching of literature; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature;

the importance of the teacher's own ability to read well.

Lesson Procedure.—Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography has a place here; preiminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought, elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work.

Examinations in Literature. — Difficulties of examining in literature; specimen

examination questions.

Teacher's Preparation.—Special importance of teacher's own qualifications; sessional private reading-courses for teachers-in-training; suggestions for their

future reading.

School Library.—Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

V. Grammar.

21. The special object of the course in Grammar is to prepare the teacher to secure precision of expression on the part of his pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure. The course includes the following topics:—

Meaning of Grammar; the relation of grammar to speech; correlation with other subjects; reasons for and against retaining it in elementary schools; reasons

for deferring the formal study till Form IV.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value, how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax.

VI. History.

22. The special object of the course in History is to prepare the teacher to train pupils to adapt human experiences to present situations. In the elementary stages the chief objects are to arouse an interest in historical studies, to enable the pupils to appreciate the logical sequence of events, and to give them a knowledge of their civil rights and duties; also to stimulate a love of country. The course includes the following topics:—

The Scope of History.—The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

Methods.—The recitation, its form and purposes; the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; methods in oral and in written work; the use of pictures, maps, etc.; of readers and of the text-book; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades; the

place and purpose of each of the following:-

History of the aborigines, pioneers, local history.

Biography.—The natural attractiveness of biography; the relation of biography to history; the effects of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Civics.—Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

Epochs.—Their relation to biography; systematic chronological study of history; its value and its dangers; the causal sequence of events.

Supplementary Material.—The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of the Flag.

VII. Geography.

23. The special object of the course in Geography is to prepare the teacher to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs. The course includes the following topics:—

The Scope of Geography.—Its relation to other subjects, especially to Nature

Study, History, and Elementary Science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and soils; distribution of mineral products; plant and animal life; the earth's relation to other heavenly bodies; weather and climate; man's relation to the rest

of the world; commercial and political geography.

Methods.—Consideration of the order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, stereoscopic views; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena (See course in Experimental Science); excursions in connection with the observations in local geography; the use of reference library, books of travel, geography readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of preparation of lesson by teacher owing to mass of details.

VIII. Nature Study.

24. The special object of the course in Nature Study is to broaden and deepen he teacher's sympathies and interests, and, through him, those of his pupils, by raining him to observe and interpret the common phenomena of the world about him. The course includes the following topics:—

The Character and Scope of Nature Study.—Its relation to formal science; its

correlation with other subjects.

Material for Nature Study.—Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections,

etc.; supplementary materials such as stories, literature, etc.

Methods in Nature Study.—Nature Study as a method; special characteristics of a typical nature study lesson: Directions for conducting school excursions. The study of special topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools, the topics to be typical and to be selected from various grades and departments of the Public School course of study.

Note.—Teachers-in-training should make frequent excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student will likely teach; rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc.

IX. Arithmetic.

25.—The special object of the course in Arithmetic is to improve the teacher's knowledge of the subject that he may use it effectively as a means of logical training, and more particularly that he may be prepared to give his pupils such instruction in the various arithmetical processes as will enable them to make with accuracy, rapidity, and facility, the calculations and computations which their future life may render necessary. The course includes the following topics:—

The Scope of Arithmetic.—Its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; danger of over-estimating its value as training in logic; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for

standard units; number, a ratio.

Methods in Arithmetic.—Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices to secure, neatness, accuracy, and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic.

A thorough treatment of the various arithmetical operations and their applications with special stress upon the requirements of teachers engaged in public school

work. This should include the following:-

Counting; measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions.—How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers, recurring

decimals.

Applied Arithmetic.—Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, and prisms; square root.

X. Writing.

26. The object of the course in Writing is to train the teacher to write rapidly and legibly, and to make him familiar with the best means of securing the most satisfactory results in the teaching of the subject. The course includes the following topics:—

The purpose of writing; its correlation with other subjects.

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation, and composition in writing; use of the blackboard to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

Note.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his hand-writing is satisfactory.

The writing in the Schools is so generally defective that the subject must receive

special emphasis.

XI. Art Work.

27. The special object of the course in Art is to give the teacher such a know-ledge of the subject, such a training of his æsthetic nature, and such facility in the use of Art as a means of expression, as will enable him to develop like tastes and powers in his pupils. The course includes the following topics:—

The Scope of Art.—Art as a mode of expression and a means of esthetic culture; its correlation with other subjects in the school course.

Freehand Drawing.—How to use the various mediums, pencil, charcoal, crayon, ink with pen or brush; the drawing of common flat objects, such as leaves, grasses, brooms, shovels, saws, hammers in an appropriate medium; the drawing of common spherical, cylindrical and rectangular solids, illustrating the principles of freehand perspective; the grouping of objects; simple landscapes from nature and imagination; illustration of games, occupations, nursery rhymes and stories, pose drawing; drawing from casts.

Blackboard Drawing .- The use of white, black, and coloured crayons on the blackboard and on large pieces of paper; rapid illustrative sketches to aid in the teaching of all subjects; blackboard drawing specially important to the teacher as a means of expression; the representation in colour; neutral values, and sepia, of leaves, grasses, flowers, fruits, trees, insects, pet animals, birds, and common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

Books of Reference:-

Prang: Text Books of Art Education; 7 books, \$2.40.

Prang: Drawing Course.

XII. Music.

28. The special object of the course in Music is to train the teacher in the use of Music as a means of self-expression and of æsthetic culture. The course includes the following topics:-

Tune.—Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

Time.—Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple time; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.

Voice Culture.—Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs.—The study of songs suited to the requirements of pupils in all grades of Public and Separate Schools, with special attention to development of power in musical expression.

Notation .- Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Methods.—Concurrently with the foregoing course, a practical knowledge of recognized systems of teaching the tonic-solfa and staff notations.

Note.—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of Music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist, will be taken into account at the oral examination at the class of the term. The written examinations hereover, are compulsory for all students. close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will state so.

XIII. Physiology and Hygiene.

29. The object of the course in Hygiene is to train the teacher in the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings. The course includes the following topics:-

Contagious and Infectious Diseases .- How to detect existence of common infectious and contagious diseases; modes of preventing spread of these diseases; sanitary

legislation; duties of the teacher.

Personal Hygiene.

Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

Accidents and Emergencies.—First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstroke and heat-stroke, burns; bandaging.

Book of Reference:-

Knight: Introductory Physiology and Hygiene.

XIV. Physical Training.

30. The special object of the course in Physical Culture is to enable the teacher to make proper provision for the physical training of his pupils.

Series of graded exercises to be used as recreation in class-room in intervals

between classes.

Recreative gymnastics, or gymnastic games; indoor and outdoor games.

XV. School Law and Regulations.

31. The Ontario School Law and Regulations so far as they deal with the duties and obligations of teachers and pupils.

April, 1909.

COURSES FOR PROFESSIONAL CERTIFICATES: HIGH AND CONTINUATION SCHOOL,

FIRST CLASS PUBLIC SCHOOL, AND PUBLIC SCHOOL INSPECTORS. FACULTIES OF EDUCATION AT THE UNIVERSITIES OF TORONTO AND QUEEN'S COLLEGE, KINGSTON.

(Circular No. 16.)

1. The Ontario Department of Education accepts the courses of the Faculties of Education in the Universities of Toronto and Queen's College, Kingston,* as follows:

Courses of Study.

- (a) The General Course and the First Advanced Course as the professional courses for an Interim First Class Public School and an Interim High School Assistant's Certificate.
- (b) The Second Advanced Course, as the professional course for an Interim High School Assistant's Certificate.

The Session of the Faculty opens on October 1st.

^{*}For details of the subjects, courses and examinations, see the Calendars of the Universities of Toronto and Queen's College, Kingston; which will be sent on application to the Universities.

(c) The Special Courses for Specialists as the professional courses for Interim Specialists' Certificates.

(d) The Special Course for Public School Inspectors, as the professional course

for a Public School Inspector's Certificate.

Terms of Admission.

- 2. A candidate for admission to a Faculty of Education shall submit the following to the Dean thereof:
- (1) A certificate from a competent authority that he will be at least 18 years of age before the first of October. Beginning with the session of 1909-1910, no candidate will be admitted who is not at least 19 years of age before the first of October.
- (2) A certificate from a clergyman or other competent authority that he is of good moral character.
- (3) A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.
 - (4) One or other of the following:
 - (a) His certificate of Graduation in Arts from the Registrar of any University in the British Dominions.
 - (b) His Senior Teacher's Certificate.
 - (c) Until the session of 1910-1911, his certificate from the Registrar of the Department of Education that he has passed the July Examination for Entrance into the Faculty of Education.

[After the session of 1910-1911, in addition to his certificate of having passed the July examination for Entrance into the Faculties of Education, he shall submit, endorsed thereon, the prescribed certificate from the Principal of an Approved School that he has completed satisfactorily the Lower School subjects of the High School prescribed for Entrance into the Faculties of Education. Failing this certificate he shall pass at the University in September an examination in the following subjects of the Lower School Course of the High Schools, with 40 per cent. in each examination paper and 60 per cent. of the aggregate of the marks:

Reading, Spelling, Writing, Book-keeping and Business Papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.]

General Course.

3. A General Course consists of three parts, as follows:-

Part I.

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and special Methods in the subjects of the Public School Course and the following subjects of the High School Course:—

English with History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy.
- (b) French and German.
- (c) Greek and French.
- (d) Greek and German.
- (2) A review by the student, from the academic standpoint, of the subjects required for the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work, and Household Science (for women) of the Public School Course, and the Reading and Physical Training of both the High and the Public School Courses.

Part III:

Observation and Practice Teaching in the Public and the High Schools of Toronto and Kingston, with Observation in ungraded rural schools.

First Advanced Course.

4. The First Advanced Course trains for certificates as teachers in both Public and High Schools, and consists of three parts, as follows:—

Part I.

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and special Methods in the subjects of the Public School Course, and the following subjects of the High School Course:

English with History and Geography, Mathematics, Latin, and one of the

following groups:-

- (a) Biology, Physics, Chemistry, and Mineralogy.
- (b) French and German.
- (c) Greek and French.
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this subsection will be of a more advanced character than that given in the General Course, and will assume a knowledge of Elementary Psychology and Ethics.

(2) A review by the student, from the academic standpoint, of the subjects

required for the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work and Domestic Science (for women) of the Public School Course, and the Reading and Physical Training of both the High and the Public School Courses.

Part III.

Observation and Practice Teaching as defined in Part III. of the General Course.

Second Advanced Course.

5. The Second Advanced Course trains for certificates as teachers in High Schools only, and consists of three parts, as follows:—

Part I.

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Special Methods in the following subjects of the High School Courses:

English with History and Geography, Mathematics, Latin, and one of the following groups:—

(a) Biology, Physics, Chemistry and Mineralogy.

(b) French and German.

(c) Greek and French.

(d) Greek and German.

The instruction in the History of Education and Educational systems, the Principles of Education, and the Psychology and General Method in this subsection will be of a more advanced character than that given in the General Course and will assume a knowledge of elementary Psychology and Ethics.

(2) A review by the student, from the academic standpoint, of the subjects required for the High School Courses.

Part II.

(1) A course of instruction, both academic and professional, in the Reading and Physical Training of the High School Course.

(2) A course of instruction in one of the academic departments for Specialists' certificates recognized by the Ontario Department of Education, and approved by the Faculty.

Part III.

Observation and Practice Teaching as defined in Part III. of the General Course.

Special Courses.

6. The Special Courses include:-

- (1) (a) Courses for Specialists under the Regulations of the Ontario Department of Education.
 - (b) A course for Inspectors of Public Schools.
- (2) (a) In both the General and the Advanced Courses, special training will be provided for candidates for certificates as Specialists.
 - (b) For a Public School Inspector's certificate there will be an examination in May, open to those who have fulfilled the conditions pre-

scribed by the Ontario Department of Education for Public School Inspectors' Certificates. The subjects of the examination will be as follows:—

Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law; School Inspection and Supervision, including the Supervision of Instruction in all subjects of the Public School Course.

General Regulations.

- 7. Students in attendance who are graduates in Arts before the beginning of the session, may take the General Course or one of the Advanced Courses. All other regular students, including graduates in Arts who are exempt from attendance, shall take the General Course.
- 8. Regular attendance throughout the session (Oct. 1st to May 31st) is compulsory, except for such students as are exempt from attendance under the Regulations of the Ontario Department of Education. A return of such attendance shall be made to the Minister of Education at the close of the session.
- 9. All students exempt from attendance who are duly registered in the Faculty and who pay the annual fee of \$15.00 (which shall not in this case include the fee for examination) may receive from the members of the Faculty such guidance in their courses as may reasonably be given to students not in attendance.
- 10. A student in the General or the First Advanced Course may take in addition to the subjects of his course in the Faculty of Education, a course in a subject recognized by the Department of Education for academic certificates, but only with the consent of the Faculty of Education; and no such course shall be allowed to interfere with his regular course as prescribed in the Faculty of Education.
- 11. Candidates for Specialists' certificates under the Regulations of the Department of Education shall have had their academic standing approved by said Department before entering upon their special courses.
- 12. Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Part I. of any of the courses, as will suit the condition of candidates who had obtained their academic standing in courses other than those recognized in the Regulations of 1904.
- 13. The annual fee for the General or the Advanced Courses (with or without the course for Specialists) which shall include the library, gymnasium, and examination fees, shall be \$15. The fee for the examination in the General or Advanced Courses when the examination is not taken during the regular session or when it is taken by students not in attendance shall be \$15, or \$10 for each of Parts I. and II. if taken in parts. The fee for the Specialists' examination when not taken with the regular course shall be \$5 for each examination paper. The fee for the Inspectors' examination shall be \$15.

Interim Certificates.

- 14. Certificates of qualification may be awarded by the Department of Education on the results of the examinations of the Faculty of Education, as follows:
- (1) Interim High School Assistants' and Interim First Class Public School Certificates, one or both, as the case may be:
- (a) To students who have attended regularly, and who have obtained, in each of Parts I., II., and III. of their courses, 40 per cent, of the marks for each

subject and 60 per cent. of the aggregate of the marks for the term's work and final examinations.

- (b) To students who are exempt from attendance and from the examination in Part III, and who have obtained in each of Parts I. and II. of their course 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks.
- (2) Interim Second Class Public School Certificates, valid for one year, to students in the General or the First Advanced Course, who have attended regularly, and who, of the aggregate of the marks for the term's work and final examinations, have obtained 60 per cent. in Part III., 35 per cent. in each subject of Parts I. and II., and 55 per cent. in each Part.

(3) Interim Specialists' Certificates:-

- (a) To candidates in attendance who have fulfilled the conditions of one of the regular courses and who have obtained 60 per cent. of the marks assigned to the term's work and final examinations in the Special Course of their department.
- (b) To candidates who are exempt from attendance and who have obtained 60 per cent. of the marks assigned the paper or papers in their department.
 - (4) Public School Inspectors' Certificates:-

To candidates who have obtained 40 per cent. of the marks in each paper and 60 per cent. of the aggregate of marks.

- 15.—(1) An interim First Class Public School certificate shall entitle the holder, if under 21 years of age, to teach in a Public or Continuation School only; and if over 21 years of age, to teach in a High School also.
- (2) An interim High School Assistant's certificate shall entitle the holder, if over 21 years of age, to teach, as assistant, in a High School or a Continuation School
- (3) Interim certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation, or High School Inspector under whom the holder of the certificate has last taught.

Examinations.

(a) For candidates in attendance.

16. The standing of the students in attendance in the General, an Advanced, or a Special Course shall be determined by the combined results of the term work and the May examinations. The term work shall consist of such exercises and tests as the Faculty may prescribe, and the maximum marks therefor in any subject shall be 40 per cent. of the aggregate of the marks for that subject.

(b) For candidates exempt from attendance.

- 17.—(1) Teachers who have been granted only Interim High School Assistants' certificates may, without further attendance, obtain Interim First Class Public School Certificates, by passing at one examination, and with the usual percentages, in the special Public School subjects of the General Course, and by satisfying the Faculty by a practical test, of their ability to teach Public School classes.
- (2) Teachers who hold First Class Public School or High School Assistants' certificates, interim or permanent, may without further attendance, obtain Interim Specialists' Certificates, provided they hold the necessary academic certificate and

pass the professional examinations for such standing in the special courses prescribed by the Faculties of Education.

- (3) Teachers who hold permanent Second Class certificates, with the academic standing prescribed for admission into the Faculties of Education, and who present certificates of at least five years' successful experience from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examination for Interim First Class Public School Certificates, taking Parts I. and II. together or separately, but without taking the prescribed session or being required to pass in Part III. Such candidates will be granted Interim High School Assistants' Certificates also, on satisfying the Faculty, by a practical test, of their ability to teach High School classes.
- (4) Candidates who have attended regularly a session in any course, and who, of the aggregate of the marks for the term's work and final examination, have obtained 60 per cent. in Part III., 35 per cent. in each subject of Parts I. and II., and 55 per cent. in each Part, may write at the examination for Interim First Class Public School and High School Assistants' Certificates, taking Parts I. and II. together, but without taking the session over again or being required to pass again in Part III.

Permanent Certificates.

- 18.—(1) After at least two years' successful experience as a teacher, the holder of an interim certificate shall, on the report of the last Inspector concerned, be entitled to a permanent certificate as a First Class Public School teacher or as a High School Assistant, ordinary or specialist, according to the class of school in which the holder of the certificate has taught, provided, however, that the holder of the interim certificate is then 21 years of age.
- (2) A graduate in Arts in any University in the British Dominions, who holds a High School Assistant's certificate, and who, as shown by the report of the High School Inspector, has taught successfully at least three years (two of which were spent in a High School or in a Continuation School with at least two teachers) shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

September, 1908.

CONTINUATION SCHOOLS AND FIFTH CLASSES (FIFTH FORMS). REVISED REGULATIONS.

(Circular No. 37.)

ORGANIZED COUNTIES.

Prefatory Note.

The provisions of *The Continuation Schools Act of 1909* have made it necessary to amend the Continuation School Regulations of 1908. Next summer all the regulations affecting the support, organization, and courses of study of the Continuation Schools, including those common to them and the High Schools, will be pub-

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ished in one pamphlet. The same course will be adopted in the case of the Public Schools, including Fifth Forms which share in the Legislative Grant.

GENERAL REGULATIONS.

I. County and Legislative Grants.

- 1. The yearly apportionment by the Minister of Education of the Legislative Grant to each Continuation School and Fifth Form in the organized counties shall be the total of the sums apportioned on the different bases set forth below in the case of each grade.
 - NOTE 1.—If the Legislative Grant is not sufficient for, or if there is a balance over, the apportionment on the bases provided below for each class of school, the Minister may make a *pro rata* adjustment of the total in the case of each class.
 - NOTE 2.—The object of the Grants is to assist School Boards to provide an adequate education for the children of the locality, not simply to reduce the local school rates. The Departmental scheme of apportionment helps those that help themselves.
- 2. (1) All sums received by a Board of Trustees from the Legislature and the County as a Continuation School or Fifth Form grant shall be expended on the salaries and equipment of said School or Form alone.
- (2) In the case of Continuation Schools, on or before June 1st, and, in the case of Fifth Forms, on or before July 15th, of each year—
- (a) A financial statement shall be submitted through the Inspector concerned, by each Board to the Minister of Education, in a form to be provided by the Department of Education, showing the receipts and expenditures on this account, with such additional particulars as the Minister may require; and
- (b) As a condition of the payment of the Legislative Grant, the Inspectors concerned shall certify, in a form to be provided by the Department of Education, that, to the best of their knowledge and belief, the provisions of the Regulations have been fully complied with.
 - NOTE.—Besides inspecting the time table at each of his visits, the Inspector should require the principal to submit to him by the close of the year or on a change in the principalship, a copy thereof with a statement and explanation of any changes made therein during the preceding session.

II. Equipment.

- 3. (1) The Equipment for a Continuation School or Fifth Form shall be for the special needs of such school or form and shall be approved from time to time by the Inspector of Continuation, Public, or Separate Schools, as the case may be.
- (2) The date at which the minimum equipment of Continuation Schools or Fifth Forms shall be imperative shall be at the discretion of the Minister of Education, on the report of the Inspector of Continuation, Public, or Separate Schools, as the case may be.
- (3) From year to year, School Boards shall expend on equipment such further sums as may be required by the Minister of Education, on the report of the Inspector of Continuation, Public, or Separate Schools, as the case may be.
 - NOTE 1.—Without the special equipment, the teaching cannot be effective, more particularly without a supply of suitable books for the library and of apparatus

for teaching Science. In rural school sections the course in Science with its Agricultural applications should be made a prominent one. The work in Art, including the drawing of building and other plans, is also important. For teachers who are not properly qualified in Art and Science, the Minister provides at the University of Toronto free Summer School classes.

- NOTE 2.—At least one locked press or cabinet should be provided to contain the books and the apparatus. The chemicals should be kept in a separate press. For the safe-keeping of all the equipment, the Board should hold the principal responsible; and, on a change of principal, it should investigate the condition of the equipment.
- NOTE 3.—The special equipment shall be entered under suitable heads in the catalogue separately from the ordinary equipment, which latter shall not be included in computing the grant for the Continuation Schools or Fifth Forms. The catalogue and the invoices of new equipment shall be inspected at each visit by the Inspector or Inspectors concerned. The invoices shall be kept on file at the school. The various items of the equipment shall also be valued by the inspectors as often as may be rendered necessary by the condition of said items.

III. Teacher's Qualifications.

- 4. A teacher who was qualified for a Continuation School or Fifth Form under the Regulations of 1907 shall remain qualified under the same School Board for the Continuation School or Fifth Form in which he is now teaching.
- 5. (1) Before appointing a teacher, Boards of Trustees should consult the Inspector of Continuation, Public, or Separate Schools, as the case may be, in order that all the necessary subjects of study may be adequately provided for.
- (2) When after due advertisement and offering the highest salary it is able to afford, a Board of Trustees is unable to obtain a legally qualified teacher, a temporary certificate, valid for the current half-year, may be granted by the Minister of Education, on the report of the Inspector concerned, to a suitable person, on application of said Board through the Public or the Separate School Inspector.

SPECIAL REGULATIONS FOR CONTINUATION SCHOOLS.

I. Minimum Requirements.

Qualifications of Staffs.

- 6. (1) In a Grade C Continuation School; that is, one in which at least the equivalent of the time of one teacher but less than the time of two, is given the work of the Continuation School, the teacher shall hold a permanent Provincial First Class certificate.
- (2) In a Grade B Continuation School; that is, one in which at least the time of two teachers but less than the time of three, is given the work of the Continuation School, each member of the staff shall hold a Provincial First Class Public School certificate, or one shall hold a Provincial First Class Public School certificate and the other a High School Assistant's certificate. The certificate of the Principal shall be a permanent one; that of the assistant may be either permanent or interim.
- (3) In a Grade A Continuation School; that is, one in which at least the time of three teachers is given the work of the Continuation School, the Principal shall hold the qualifications of a Principal of a High School, and each of his staff, the qualifications of an assistant teacher in a High School.

(4) Teachers of Continuation Schools shall be granted permanent certificates under the same Regulations as govern the High Schools. Experience gained in a Continuation School shall not be counted as Public School experience.

Courses of Study.

7. (1) The course of study for Continuation Schools shall be that prescribed for the High Schools, of which the following subjects are obligatory on all pupils:

Geography, Arithmetic and Mensuration, English Grammar, Writing, Reading, English Composition, English Literature, History, Art, and Elementary Science.

- (2) The organization shall be subject to the approval of the Continuation, Public, or Separate School Inspector, as the case may be.
- (3) Without the consent of the Inspector—Public or Separate School in the case of Grade C, and Continuation School in the case of Grades A and B—communicated in writing to the Board of Trustees and the Principal, on the application of the latter, no part of the work of the Middle School shall be taken up in Grade C, no part of the work of the Upper School in Grade B, and, in Grade A, not more than the courses in one of the parts prescribed for admission to the Faculties of Education.

NOTE.—The High School courses of study have been revised. See High School Regulations and Courses of 1909.

Accommodations.

- 8. (1) The class-rooms of the Continuation School shall be separate from those of the Public School, but the building need not be separate.
- (2) The pupils of the Continuation School shall be taught separately from the pupils of the Public School.

Special Equipment.

9. The special equipment shall be of the following minimum values:-

Grades B and C.	Grade A.
Library\$150 00	\$300 00
Scientific apparatus	300 00
Maps, Charts, and Tellurian	50 00
Art Models and supplies	50 00

II. Apportionment of the Legislative Grant.

- 10. (1) Continuation Schools in rural Public and Separate Schools shall not share in the General or the Special Legislative Grants to such Public and Separate Schools.
- (2) Continuation Schools in urban municipalities shall not share in the General or the Special Legislative Grants to urban Public and Separate Schools.
- (3) After December 31st, 1909, no Continuation School shall be entitled to more than the maximum Legislative Grant for a Continuation School with two teachers, unless (a) it has been established by a county council under the provisions of Part II. of *The Continuation Schools Act of 1909*, or (b) it had a staff of three teachers before said December 31st.
- (4) After the opening of a Continuation School established in a township or an urban municipality by a county council, under Part II. of *The Continuation Schools Act of 1909*, no Continuation School established otherwise than under Part

II. of said Act in said township or urban municipality shall be entitled to share in the Legislative Grant for Continuation Schools.

11. The Legislative Grant to Continuation Schools shall be apportioned on the following bases:

(1) Fixed Grants.

For Grade C, \$100; for Grade B, \$200; and for Grade A, \$300.

(2) On Salaries.

- (a) For Grade C, twenty-five per cent. of the excess of the Principal's salary over \$400. Maximum Grant, \$150.
- (b) For Grade B, twenty-five per cent. of the excess of the two teachers' salaries over \$800. Maximum Grant, \$300.
- (c) For Grade A, twenty per cent. of the three teachers' salaries over \$1,500, Maximum Grant, \$350.

NOTE.—When it is necessary to increase the staff of a Grade A school, it should be established as a High School.

(3) On the Value of the Special Equipment.

10 per cent. of the approved value, the maximum value recognized being as follows:—

- (a) For Grades B and C: Library, \$300; Scientific apparatus, \$300; Maps, Charts, and Tellurian, \$50; Art Models and supplies, \$50.
- (b) For Grade A: Library, \$600; Scientific apparatus, \$600; Maps, Charts, and Tellurian, \$75; Art Models and supplies, \$75.

NOTE.—On application to the Deputy Minister, lists may be obtained of suitable equipments.

(4) Character of the Accommodations.

School.	GRADE A.			GRADE B.				GRADE, C.				
Grade of Accommodations.	I.	II.	III.	IV.	Ï.	II.	III.	· IV.	I.	II.	III.	IV.
Closets	\$ c. 4 50 3 00 8 00 4 50 14 00 2 50 2 50 7 00 4 00 2 50 4 50 8 00	2 25 6 00 3 25 10 50 6 00 2 00 2 00 5 25 3 00 2 00 3 25 6 00	2 25 1 50 2 50 2 50 4 50	1 25 3 25 2 00 6 00 3 25 1 25 1 25 3 00 1 75 1 25 2 00 2 00 3 25	2 25 8 00 4 00 1 50 1 50 4 00 3 00 1 25 2 25 2 25 3 50	1 75 6 00 3 00 1 25 1 25 3 00 2 25 1 00 1 75 1 75 2 75	1 00 1 75 1 25 4 50 2 25 1 00 1 00 2 25 1 75 75 1 25 1 25	75 75 1 75 1 25 50 1 00 1 00 1 50	1 00 2 00 1 00 2 00 1 50 1 00 1 25 1 25 2 00	75 3 00 1 50 75 75 1 50 1 25 75 1 00 1 00 1 50	50 2 25 1 25 50 50 1 25 1 00 50 75 75 1 25	25 1 75 1 00 25 25 1 00 75 50 1 00

Note. - Where the Public and the Continuation School are in separate buildings, and have separate grounds, the sum apportioned to each grade of the accommodations shall be increased one quarter,

(5) On the Grade of the Teacher's Certificate.

- 12.—(a) In Grades B and C, and in the case of the Assistants in Grade A, \$20, where, in addition to the minimum qualification, the teacher holds a Degree in Arts from a British University.
- (b) In Grades A, B, and C, \$40, where, in addition to the minimum qualification, the teacher holds the academic qualification of a High School specialist or a degree in Arts from a British University with at least Second Class Honours (66 per cent.) in a department recognized by the Minister of Education.
- (c) When the teacher has taught with the certificate specified in (a) or (b) above during the preceding year for less than the year but for at least a term, half of the above grant shall be paid in each case.
- (d) Before the payment of the grant, the status and the competency of the teacher shall in each case be attested by the Inspector of Continuation Schools, or, should he not have inspected the School, by the Inspector of Public or Separate Schools, as the case may be.

APPROVED SCHOOLS.

13. A Grade A or B Continuation School which fulfils the following requirements shall be entitled, on the report of the Continuation School Inspector, to the status of an Approved School:

Accommodations and Equipment.

- (1) The Accommodations of the school, including the laboratory provisions for the teaching of Science, shall be both adequate and suitable for the courses taken up.
- (2) (a) The Equipment shall be at least the minimum prescribed in Regulation 9 for Grade A Continuation Schools.
- (b) Equipment for practical work by the pupils in Physics and Chemistry is indispensable.

Staff.

(3) The members of the staff shall be legally qualified and competent to teach all the subjects under their charge.

Organization and Management.

General.

- (4) (a) The organization of the whole school shall meet the demands of the Regulations and the necessities of the situation.
- (b) The following shall be the average minimum amount of time to be devoted to each of the following subjects, separately from the other subjects:
- (1) Reading.—Two lessons of thirty minutes each every week for two years in the Lower School, the average number of pupils in each class being not more than twenty-five and the time being increased or diminished proportionately when the average in the class is greater or less than twenty-five. In all the school subdivisions, Reading shall also be taken up systematically in connection with English Literature.

- (2) Writing, apart from Book-keeping.—Two lessons of thirty minutes each every week throughout the first year or until the pupils have acquired a graceful, legible business hand.
 - (3) Elementary Science:—
- (a) For Biology, a lesson for two years in the Lower School, of thirty minutes every day, or the equivalent thereof, during the months of September and October, and from the beginning of April to the end of June, the time for Biology being divided about equally between Zoology and Botany.
- (b) In Physics and Chemistry a lesson for two years in the Lower School, of thirty minutes three times every week, or the equivalent thereof, during the rest of the school year.
- (4) Physical Culture:—Drill and Calisthenics shall be taken up at the discretion of the Principal as often as the weather, the accommodations, and the adequacy of the staff will permit.
- (5) No pupil shall be exempted from the course in Physical Culture except upon a medical certificate or on account of evident physical disability or of other reason satisfactory to the Principal and approved by the Inspector. In all the forms the sexes shall be separately trained.
- (6) Subject to the approval of the Inspector, the Principal may substitute for part of the course in Physical Culture, suitable sports and games in which all the members of a form shall take part and which shall be under the supervision of members of the staff.
- (c) Schools in which any of the forms or classes are so large as to interfere with the efficiency of the teaching shall not be approved.
 - NOTE 1.—When in doubt as to the adequacy of the staff, School Boards and Principals should consult the Inspector.
 - NOTE 2.—In order to secure progressive development and economy of effort, division of a subject among two or more teachers should be avoided. In some schools this may not be practicable in all subjects, but the principle should be observed in the Lower School.

Science Teaching.

(5) The courses in Biology, Physics, and Chemistry, shall be taken up practically throughout by the pupils.

Promotion Examinations.

(6) The adequacy of the pupil's knowledge in the following Lower School subjects should be decided, not only by the character of the exhibits prescribed in Regulation (8) below; but, as is usual in other subjects, by a promotion examination extending over each of the courses; and the Principal should preserve for the Inspector a copy of each of the final examination papers in these subjects with a statement of the total marks obtained in each subject by each pupil:

Reading, Writing, Spelling, Book-keeping and Business Papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.

Status of Certain Pupils.

(7) (a) When the Principal admits into the Middle School pupils of his ewn school, who have not completed satisfactorily to him the Lower School

courses in the subjects enumerated in Regulation (6) above, he should in September provide classes in the course or courses which they have not completed.

- (b) When pupils enter from other schools the Principal should require them to pursue under his supervision the full Lower School course in the subjects enumerated in Regulation (6) above, unless, after due investigation and examination, he finds in individual cases, that credit may be given for work done in the other school.
 - NOTE. 1.—The cases of pupils who enter a Non-approved School from an Approved School in which they have completed satisfactorily to the Principal thereof the courses in the subjects enumerated in Regulation (6) above, should be referred to the Inspector.

NOTE 2.—The School Records should show each pupil's Lower School status under the Approved School Scheme, in such a way that, on the retirement of a member of the staff, there may be no doubt as to the situation.

Exhibits.

- (8) (a) The pupils' work in Art, their note-books in Science, and their exhibits as prescribed for Approved School standing in Book-keeping and Business Papers in Note 1, p. 24, of the High School Course of Study, shall be satisfactory.
- (b) The complete exhibits of each pupil for each year in the Art, Science, and Book-keeping and Business Papers of the Lower School should be collected by the Principal at the end of June, and held for the Inspector's examination and rating.
- (c) All exhibits of the Art and Science of the Lower School should indicate, by an intelligible system of dating, when the work was done; and the work submitted for examination should, as far as possible, be arranged in the order in which it was accomplished.
- (d) Care should be taken to keep separate the first year work and the second year work of each pupil.

Inspector's Examinations.

(9) The Inspector's examinations, both oral and written, shall test whether the work of the different classes, especially those of the Lower School, has been properly done.

Forfeiture of Status.

(10) Subject to the approval of the Minister of Education a school shall lose the status of an Approved School, if the Dean of the Faculty of Education or the Principal of a Normal School reports that the preparation of the pupils from a school in the subjects enumerated in (6) above has not been satisfactory.

Certificates from Approved Schools.

- 14. A candidate for admission to a Normal School or a Faculty of Education who presents a certificate in the form prescribed in Schedule A, below, and who has passed the prescribed July examination, shall be admitted without further examination.
 - NOTE 1.—The Departmental approval of a school confers no standing on any of its pupils. Without the Principal's recommendation, no pupil is entitled to exemption from the September examination.

- NOTE 2.—The dates of the September examinations for admission to the Normal Schools, with other particulars pertaining thereto, may be obtained each year on application to the Deputy Minister of Education.
- NOTE 3.—Particulars as to the examinations of the Faculties of Education are contained in their Calendars, which may be obtained on application to the Registrars of the University of Toronto and Queen's University.

SCHEDULE A.

Form of Certificate.

I,, Principal of the
Continuation School at, in the County of
, an "Approved School" under the Regulations of the
Department of Education, do hereby certify,
(1) that attended the above school from
; and
(2) that has completed satisfactorily the Lower
School courses in:
Reading, Writing, Spelling, Book-keeping and Business Papers, Art, Biology,
Geography, English Grammar, and Arithmetic and Mensuration.
Principal.
To the Dean of the Faculty of Education

This certificate shall be endorsed on the Departmental certificate that the candidate has passed the July examination for entrance into the Faculties of Education or the Normal Schools.

(or the Principal of the Normal School)

SPECIAL REGULATIONS FOR FIFTH FORMS.

1. Minimum Requirements.

- 15. A Fifth Form which complies with the following conditions shall be entitled to share in the Legislative Grant to Fifth Forms in accordance with the following regulations:
- (1) The Fifth Form shall not be situated in a municipality or school section in which there is a High School, or a Continuation School established under Part II. of *The Continuation Schools Act of 1909*.
- (2) (a) The Course of study shall be that prescribed for the Fifth Form of the Public Schools, of which the following subjects are obligatory:

Reading, Literature, Grammar, Composition, History, Geography, Writing, Arithmetic and Mensuration, Art, and Elementary Science.

(b) From the other subjects of the Fifth Form and the subjects of the High School Middle School, the Principal may select, with the approval of the Public or Separate School Inspector, as the case may be, communicated in writing to said Principal, such subjects or such parts of the courses therein as may suit the requirements of the locality and be within the competency of the teacher.

NOTE 1.—Notice of the proposed Middle School subjects shall be sent by the Principal to the Inspector of Public or Separate Schools concerned, before the

classes in such work are organized, with particulars as to the special equipment, and the special qualifications of the teacher for such work, and also of the said Middle School work proposed and the provision therefor in the time-table of the school.

- NOTE 2.—No Legislative Grant will be paid schools which take up work higher than that of the Fifth Form unless the provision for Forms I.-V. of the Public School course as well as for the Middle School subjects is satisfactory. Schools shall not be allowed to take up special work for which the provision is inadequate or to sacrifice therefor the interests of the regular classes of the Public School.
- (3) At least an average daily attendance of two pupils who have been admitted in accordance with the provisions for admission to the High Schools.
 - NOTE.—Pupils may also be admitted to a Fifth Form on the report of the Principal, approved by the Public School Inspector; but the attendance of such pupils shall not be counted in making up the prescribed average. Under this provision pupils may attend all or some of the classes during the winter months.
 - (4) A teacher with at least a permanent Provincial Second Class certificate.
 - (5) (a) Special equipment of at least the following minimum values:

Library, \$50; Scientific apparatus, \$50; Maps and Charts, \$15; Art Models

and supplies, \$15.

- (b) Of the foregoing equipment, the minimum value of the Maps and Charts and the Art Models and supplies and at least 25 per cent. of the minimum value of the Library and Scientific Apparatus shall be provided before the Fifth Form may share in the Legislative Grant. Each year after the first year, 25 per cent. additional of the minimum value of the Library and Scientific Apparatus shall be provided until the minimum value is reached.
 - NOTE 1.—On application to the Deputy Minister, lists may be obtained of suitable equipment.
 - NOTE 2.—As the Legislative Grant is paid only upon items of equipment approved by the Inspector, Boards of Trustees should submit for his approval a list of proposed purchases.

II. Apportionment of the Legislative Grant.

16. In addition to the General and the Special Legislative Grants to Public and Separate Schools, Rural and Urban Fifth Forms which comply with the foregoing minimum conditions shall receive their share of the Legislative Grant to Fifth Forms, apportioned on the following bases:

(1) Fixed Grants.

(a) \$25 for Grade A; that is, a Public or a Separate School where there is a staff of at last two teachers, the principal giving instruction to not more than the pupils of the fourth and higher forms;

(b) \$20 for Grade B; that is, a Public or a Separate School where there is a staff of at least two teachers, the principal giving instruction to not more than the

pupils of the third, fourth, and higher forms; and

(c) \$10 for Grade C; that is, for other Public or Separate School Fifth Forms which have complied with the minimum requirements set forth in Regulation 15 above.

(2) On the Value of the Special Equipment.

10 per cent. on the approved value, the maximum value recognized being as follows:

Library, \$200; Scientific Apparatus, \$200; Maps, Charts, and Tellurian, \$50; Art Models and supplies, \$50.

NOTE.—In the case of a Fifth Form which has been in successful operation under the present regulations, but which, owing to unavoidable causes, the Board of Trustees has been unable to maintain in any one year, the percentage on the value of the equipment may be paid by the Minister, on the recommendation of the Inspector concerned.

(3) On Salaries.

(a) In the case of Grade A, the Legislative Grant on Teachers' Salaries shall be apportioned on the following bases:

For Rural Schools.

10 per cent. of the excess of the principal's salary over \$300 in addition to the 40 per cent. from the general and special Legislative Grants to rural Public and Separate Schools. Maximum Grant, \$30.

For Urban Schools.

 $30~\mathrm{per}$ cent. of the excess of the principal's salary over \$400. Maximum Grant. \$60.

For Urban and Rural Schools.

- 30 per cent. of the excess of the principal's salary over \$600. Maximum Grant, \$120.
- (b) In the case of Grades B and C, the Legislative Grant on Teachers' Salaries shall be apportioned on the following bases:

For Rural Schools.

5 per cent. of the excess of the teacher's salary over \$300 in addition to the 40 per cent. from the general and special Legislative Grants to rural Public and Separate Schools. Maximum Grant, \$15.

For Urban Schools.

25 per cent. of the excess of the teacher's salary over \$400. Maximum Grant, \$50.

For Urban and Rural Schools.

30 per cent. of the excess of the teacher's salary over \$600. Maximum Grant, \$60.

(4) On the Grade of the Teachers' Certificates.

(a) In addition to the Legislative Grant to rural and urban Public and Separate Schools on the grade of the teacher's certificate and the length of his successful experience, \$10 shall be paid to a teacher who holds a permanent Pro-

vincial First Class Public School Certificate, or to a teacher who, in addition to a permanent Provincial Second Class Certificate, holds a degree in Arts from a British University.

(b) When the teacher has taught during the preceding year with the certificate specified in (a) or (b) above for less than the year but for at least a term,

half of the above grant shall be paid in each case.

(c) The status and the competency of the teacher shall in each case be attested by the Inspector of Public or Separate Schools as the case may be.

THE DISTRICTS.

17. The yearly apportionment by the Minister of Education of the Legislative Grant to each Continuation School and Fifth Form in the Districts shall be twice the total of the sums apportioned on the different bases set forth above in the case of each grade in the organized counties.

NOTE.-No county equivalent is available in the Districts.

August, 1909.

EXAMINATIONS, 1910: PRESCRIBED TEXTS.
(Circular No. 58.)

HIGH SCHOOL ENTRANCE EXAMINATION.

Selections for Memorization.

Ontario Reader, IV. (New).

The Children's Song, p. 1; Vitaï Lampada, p. 395; The Private of the Buffs, p. 389; The First Spring Day, p. 17; Autumn Woods, p. 103; To the Cuckoo, p. 196; The Maple, p. 141; Heat, p. 128; Aladdin, p. 247; Dost Thou Look Back on What Hath Been? p. 289; from "In Memoriam"; Mysterious Night (Sonnet), p. 394; On His Blindness (Sonnet), p. 393; The Harp that Once Through Tara's Halls, p. 174; Recessional, p. 409.

Roman Catholic Reader, IV.

Abou ben Adhem and the Angel, p. 51; The Destruction of Sennacherib, p. 59; Step by Step, p. 88; The Water Fowl, p. 174; A Day in June, p. 305; The Four-Leaved Shamrock, p. 16; Before Agincourt, p. 129; Waterloo, p. 230.

MODEL SCHOOL ENTRANCE EXAMINATION.

English: Tennyson, Ode to Memory, The Dying Swan, The Lotus Eaters, Ulysses, "You ask me, why," "Of old sat Freedom," "Love thou thy land," "Tears, idle tears," and the six interlude songs from the Princess, The Brook, Ode on the Duke of Wellington, Charge of the Light Brigade, Enoch Arden.

NORMAL SCHOOL ENTRANCE EXAMINATION.

English: Tennyson, Ode to Memory, The Dying Swan, The Lotus Eaters, Ulysses, "You ask me, why," "Of old sat Freedom," "Love thou thy land," "Tears, idle tears," and the six interlude songs from the Princess, The Brook, Ode on the Duke of Wellington, Charge of the Light Brigade, Enoch Arden: Shakespeare, Julius Cæsar.

Latin.—Cæsar, Bellum Gallicum, Book IV., chaps. 20-38, and Book V., chaps. 1-23; Virgil, Æneid, Book I., vv. 1-510.

FACULTY OF EDUCATION ENTRANCE EXAMINATION.

English: Tennyson, Ode to Memory, The Dying Swan, The Lotus Eaters, Ulysses, "You ask me, why," "Of old sat Freedom," "Love thou thy land," "Tears, idle tears," and the six interlude songs from the Princess, The Brook, Ode on the Duke of Wellington, Charge of the Light Brigade, Enoch Arden; Shakespeare, Julius Cæsar, Midsummer Night's Dream.

*Latin:—Cæsar, De Bello Gallico, Books I. and II.; Horace, Odes, Book I., 1, 2, 5, 6, 10, 14, 22, 24, 31, 34, 35, 38; Book II., 3, 10, 14, 15, 16, 18; Book III., 1, 2, 3, 4, 5, 13, 21, 23, 24, 25, 29, 30; Book IV., 2, 4, 5, 7, 15.

Virgil, Æneid, Book I., vv. 1-510; Cicero, In Catilinam, I. and III.

Greek: Xenophon, Hellenica (Philpotts' Selections, sections I. and II.); Homer, Iliad I., 1-350; III., 121-244; VI., 66-118, and 237 to the end; Odyssey VI. and IX.

French:—Lamennais, Paroles d'un croyant, Chaps. VII. and XVII.; Perrault, le Maître Chat ou le Chat botté; Dumas, Un nez gelé, and la Pipe de Jean Bart; Alphonse Daudet, la dernière Classe, and la Chèvre de M. Seguin; Legouvé, la Patte de dindon; Pouvillon, Hortibus; Loti, Chagrin d'un vieux forcat; Molière, l'Avare, Acte III., sc. 5 (Est-ce à votre cocher . . . sous la mienne); Victor Hugo, Waterloo, Chap. IX.; Rouget de l'Isle, la Marseillaise; Arnault, la Feuille; Chateaubriand, l'Exilé; Théophile Gautier, la Chimère; Victor Hugo, Extase; Lamartine, l'Automne; De Musset, Tristesse; Sully Prudhomme, le Vase brisé; La Fontaine, le Chêne et le Roseau; Scribe, le Verre d'eau; Malot, Remi en Angleterre, (ed. Margaret de G. Verral. Pitt. Press.)

German:—The texts contained in the High School German Reader. Hauff, das kalte Herz; Baumbach, Der Schwiegersohn; Elz, Er ist nicht eifersüchtig; Wichert, Post Festum.

For candidates who substitute special courses in English for the course prescribed in Latin, under provisions of section 5 (2) of Circular 19 of January, 1908, the following courses are prescribed:—

I. English Literature—

Familiarity with and intelligent appreciation of the following texts:

Chaucer:—The Prologue; Spenser:—The Faerie Queene—Book I.; Milton:—Paradise Lost—Book I.; L'Allegro and Il Penseroso; Pope:—The Rape of the Lock. The Prologue to the Satires; Goldsmith:—The Traveller, The Deserted Village; Wordsworth:—Ode on Intimations of Immortality, The Reverie of Poor

^{*}Note.—The continuous passages of English for translation into Latin will be based on Cæsar.

Susan, Lucy Gray, Hart-leap Well, Lines composed a few miles above Tintern Abbey, Yarrow Unvisited, Yarrow Visited, Yarrow Revisited; Tennyson:-In Memoriam (one paper.)

II. The History of the English Language and Literature-

A Brief History of the English language-By O. F. Emerson (The Macmillan Co.)

The History of English Literature as developed in the lives of the following in The English Men of Letters Series: Chaucer, Spenser, Milton, Pope, Goldsmith, Wordsworth, Tennyson (one paper).

June, 1909.

DEPARTMENTAL EXAMINATIONS.

(Circular No. 19a.)

Admission to Faculties of Education, Normal and Model Schools.

Examiners.

1. (1) Except when necessary for special subjects the Examiners-in-chief for

admission to the professional schools shall be selected as follows:

For the Model Schools, from the staffs of the Model Schools; for the Normal Schools, from the staffs of the Normal Schools; and, for the Faculties of Education, from the staffs of the said Faculties and of the Normal Schools; with, in the case of each Board, one or more of the Inspectors of Public and Separate Schools, Continuation Schools and High Schools.

(2) The Examiners-in-chief for any examination shall act as a Board of Examiners for that examination and shall be jointly responsible for the preparation

of all the question papers and the determining of the results.

Associate Examiners.

2. (1) The Associate Examiners to read and value the answer-papers of candidates for admission into the Faculties of Education and the Normal Schools shall be graduates of a British University or Specialists according to the regulations of the Department of Education, who are actually engaged in teaching, and who hold permanent High School certificates.

(2) No Associate Examiner for the above examinations will be appointed to read the answer-papers in a subject which he is not actually engaged in teaching.

- (3) The Associate Examiners to read the answer-papers of candidates for admission to the Model schools shall be holders of Permanent First-Class certificates, who are actually engaged in teaching in Model Schools, Continuation Schools, or Fifth Classes.
- 3. Except for special reasons, no Examiner or Associate Examiner shall be appointed for more than three consecutive years.

Examination Papers.

- 4. (1) One examination paper shall be set in each subject except in the case of Latin, Greek, French, German, and Biology, in each of which subjects there shall be two papers.
- (2) The papers set for admission to the Faculties of Education and the Normal Schools shall be different from those set for University Matriculation. Optional questions may be given in a paper at the discretion of the Board of Examiners. Candidates for admission to the Faculties of Education may substitute for one or more of the papers those set in a department for Honour Matriculation in the same or a more extensive course.
- (3) At the examinations in English Composition, an essay or a letter or both shall be required, to which special importance shall be attached. Questions in Rhetoric may also be set at the examination for Entrance into the Faculties of Education; but no candidate shall be passed who does not satisfy the Examiners in Composition.
- (4) In addition to passages from the prescribed authors, sight passages shall also be set at the examinations in English Literature, Greek, Latin, French, and German.

Examination Standards.

- 5. (1) For a pass the standard shall be 60 per cent. of the aggregate marks of the papers on the subjects prescribed for the examination, as well as 40 per cent. on each paper. For honours it shall be 75 per cent. of the aggregate. Each examination paper shall be valued at 100, except in the Latin papers of the examination for Entrance into the Normal Schools, which shall be valued at 75 each.
- (2) If, after all the answer papers have been read, any examination paper should be found by the Board of Examiners to be easier or more difficult than required, the minimum on the paper shall be correspondingly increased or diminished.
- (3) At all the examinations for entrance into the professional schools, a report signed by all the members of the staff concerned as to the standing of their candidates will be taken into account in settling the results. Only the names of the candidates who, in the opinion of the staff, have completed satisfactorily the courses for the examination shall be included in this report. Such a report must be received at the Department not later than the first day of the examination to which the report refers.
- 6. (1) A candidate who makes the required aggregate but who fails to obtain the minimum in a subject, may be passed at the discretion of the Board of Examiners, provided he was reported by the staff of the school as competent and such report is found to be satisfactory.
- (2) A candidate who has failed at the examination for Entrance into the Faculties of Education, but who has obtained 40 per cent. of the aggregate of the marks for each part and 25 per cent. of the marks of each paper thereof, may on application to the Minister of Education be granted admission to a Normal or a Model School.
- (3) A candidate who has failed at the examination for Entrance into the Normal Schools but who has obtained 40 per cent. of the aggregate marks therefor and 25 per cent. of the marks for each paper may on application to the Minister of Education be granted admission to a Model School.

Appeals.

- 7. (1) The papers of all candidates, who, on the reading of the Associate Examiners, are found to have failed in any way by not more than a reasonable margin, shall be at once re-read by the Board of Examiners. Candidates who still fail on this second reading shall have their statements of marks stamped re-read, and in these cases no appeal will be allowed.
- (2) Candidates who fail and whose papers have not already been read by the Board of Examiners may have their papers so re-read by making an appeal before September 1st and paying a fee of \$2.00.
- (3) Should illness, bereavement or any other unavoidable cause interfere with a candidate's examination, such circumstances shall be duly considered by the Board of Examiners; but only when reported to the Department, with satisfactory documentary evidence, immediately at the close of the written examination.

Certificates.

8. The Board of Examiners shall report the results of the examination to the Minister of Education, and, when approved, certificates shall be issued to the successful candidates and statements of marks to those unsuccessful.

Communications.

9. All communications in regard to examinations shall be addressed to the Deputy Minister of Education.

February, 1909.

DEPARTMENTAL EXAMINATIONS IN TERRITORIES WITHOUT COUNTY ORGANIZATION.

(Instructions No. 15.)

The cost of conducting these examinations will be defrayed as follows:-

I. HIGH SCHOOL ENTRANCE EXAMINATION.

The Minister of Education will pay the cost of presiding, of reading the answerpapers, and of recording and reporting the results, and any necessary travelling expenses as provided in sections 14, 15, 16 and 17 of Cir. 57a.

II. MODEL, NORMAL, AND FACULTY ENTRANCE AND THE JULY MATRICULATION EXAMINATIONS.

The Minister of Education will pay the cost of presiding at \$4 a day and the usual cost of conveyance for one return trip between the Presiding Officer's place of residence and the centre at which he presides.

III. For all the above examinations the School Board at each centre shall pay the cost of the stationery and other necessary supplies and all other incidental expenses.

IV. Requisitions for payments as in I. and II. above must be made immediately after the close of such examination, to the Deputy Minister of Education. Such requisitions must be accompanied by full particulars and vouchers for all payments made and must be certified to by the Public School Inspector.

V. Candidates at any centre in a territory without county organization are not

required to pay fees for any of the above examinations.

May, 1909.

EXAMINATIONS.

(Instructions No. 5.)

Instructions to Presiding Officers, 1909.

Presiding Officers are requested to peruse carefully the following instructions and see that they are fully carried out:—

- 1. Each Inspector or such other person as may be appointed a Presiding Officer by the Minister, shall receive from the Department or the Inspector, the examination papers, and shall thereupon be responsible for the safe keeping of the bag and its contents until the examination is concluded.
- 2. On the receipt of the bag containing the question papers the Presiding Officer will see that the seal is intact. The bag can be opened by cutting the cord, and when opened the names and numbers of the envelopes containing the question papers should be verified with the time-table. Should any question envelopes be missing, telegraph the Department at once.
- 3. The Presiding Officer will satisfy himself that all necessary arrangements are made by the School Board in due time for the examination. If the trustees have not placed a clock in each room used for examination purposes the Presiding Officer shall have power to hire the use of one for each room during the time required for the examination, and charge the same as part of the expenses of the examination.
- 4. The Presiding Officer shall, if there is sufficient accommodation and if sufficient papers have been received, admit candidates who through some oversight did not send their applications to the Inspector. The names of such candidates are to be entered in the Supplementary List, (Form No. 181), specially provided, with such information as is required of the other candidates. This list and the required part of the fee with one dollar additional as provided, shall be sent by the Presiding Officer to the Department. The remainder of the fee shall be sent to the Board that bears the expense of the examination.
- 5. The Presiding Officer shall exercise necessary vigilance at all times while the candidates are engaged, and he shall not give his attention to any work other than that which pertains to his duties as Presiding Officer. He shall take all necessary care to render it impossible for the instructions to candidates to be violated without

his knowledge. This instruction (5) is to be observed, however small may be the number of candidates.

- 6. It is IMPERATIVE that the regulations be enforced by the Presiding Officer and strictly observed by the candidates. In particular, the examination papers shall be distributed, and the answer papers collected, punctually at the time indicated on the time-table. The Presiding Officer has no authority to deviate from the official time-table.
- 7. In the examination room, candidates, whether writing on the same subject or on different subjects, shall be seated at least five feet apart. All diagrams or maps having reference to the subject of examination shall be removed from the room, and books, papers, etc., removed from the desks; all arrangements shall be completed, and the necessary stationery distributed at least fifteen minutes before the time appointed for the commencement of the first subject of the examination, and at least five minutes before each other subject is begun.
- 8. The necessary stationery includes pens, blotting-paper, black ink of a uniform colour, and the authorized examination answer books. Each candidate will receive one examination-book and one answer-envelope at the beginning of each examination period and other books as required during said period. No paper other than the examination-book must be distributed to the candidates, and no paper, examination-book or other book must be brought into the room by any candidate. (The Presiding Officer's attention is called to the instructions as to the use of the examination-books on the first page thereof.)

9. No person except the Presiding Officers and any necessary attendants shall be present with the candidates in any room at the examination; and at least one Presiding Officer shall be present during the whole time of the examination in each room occupied by the candidates. A Presiding Officer shall not have in his charge

at one time more than twenty-five candidates.

10. The Presiding Officer shall, as indicated on the time-table, read to the candidates their duties, drawing attention to any feature of them that may require special care during the examination, and emphasizing the directions to the candidates as to the manner in which the slips are to be attached to the envelopes. Great care should be taken in distributing the proper number and kind of envelopes and examination-books and in accounting for such envelopes and examination-books as have

been distributed. (Also see 3 (a) page 255.)

11. Punctually at the time appointed for the commencement of each examination, the Presiding Officer shall, in the examination room and in the presence of the candidates and other assistant Presiding Officers (if any), break the seal of the envelope containing the question papers, and give them to the assistant officers and to the candidates. The papers of only the subject or subjects required shall be opened at one time. Until the examination in the subject is over no examination papers other than those which the candidates receive, shall be taken out of the room.

12. Punctually at the expiration of the time allowed, the Presiding Officer shall direct the candidates to stop writing, and cause them to hand in their answer

papers immediately, duly fastened in the envelopes.

13. The Presiding Officer shall keep upon his desk the tally-list (check-list of candidates and subjects) and as each paper in any subject is handed in (and he should carefully note the superscription of the envelope—the subject and the candidate's name) he shall check the same by entering the figure "1" opposite the name of the candidate. The Presiding Officer will enter the names of the candidates

on the tally-list in the same order as found on the official list of candidates (Form 44). The names of extra candidates are to be added after the names of those on the official list. After the papers are handed to the Presiding Officer he shall not allow the answer-envelopes to be opened, and he shall be responsible for their safe keeping until transmitted to the Department. The answer-papers as well as the question-papers should be kept in a safe, or in a room with the windows fastened and doors securely locked by a cylinder lock.

14. For special instructions regarding the examinations in Stenography, Biology, etc., see the circular which is forwarded to each Presiding Officer prior to the examination.

INSTRUCTIONS TO CANDIDATES.

(To be read to candidates as indicated on time-table.)

- 1. Each candidate shall satisfy the Presiding Officer as to his personal identity before the commencement of the first day's examination, and any person detected in attempting to personate a candidate shall be reported to the Department. The Presiding Officer is authorized to refuse the application of any candidate who presents himself at any centre other than that nearest his usual place of residence, unless the candidate's explanation of his course in so presenting himself is in every way satisfactory to the Presiding Officer.
- 2. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination. The Presiding Officer is authorized to refuse admission even within the hour if the candidate's explanation is in any sense unsatisfactory, or if he has reason to suspect collusion between the newly-admitted candidate and other candidates.
- 3. A candidate shall not leave the room within *one hour* after the distribution of the examination papers in any subject; and if he then leave he shall not be permitted to return during the examination on such subject.
- 4. Every candidate shall conduct himself in strict accordance with the instructions. Should he violate the instructions to be found in sections 5 and 6 below or on the first page of the examination-book; should he take into the room or have in his possession, in his desk, or on his person, any book, notes, paper, or anything from which he may derive assistance; should he talk, whisper, or make signs to another candidate; should he leave his answers so exposed that any candidate may copy from him; should he give or receive aid or extraneous assistance of any kind whatsoever, his examination will be cancelled and he will be debarred from presenting himself at any Departmental examinations for two years. Should the Presiding Officer obtain clear evidence of the violation of these instructions at the time of its occurrence he shall cause the candidate concerned at once to leave the room; he shall strike his name from the list of candidates: and he shall not permit him to return to the room during the remaining part of the examination. If, however, the evidence be not complete at the time, or be obtained after the close of the examination, the Presiding Officer shall report the case to the Department.
- 5. Every candidate shall write the name of the subject of examination very distinctly at the top of each page of his examination-book. If he write his name

or any distinguishing mark on his examination-book, or if he tear any paper from this book, or if he insert in this book any matter not pertinent to the examination, or if he use any paper or book or ink other than that provided, his examination may be cancelled.

6. The candidate shall write his answers and full solutions on the ruled sides of the leaves of his examination-book or books (if more than one be needed); he may use the unruled sides in preparing the answers in rough. He shall fold his examination-book (or books) once across, place it in the envelope provided by the Presiding Officer, seal the envelope, write on the outside of the envelope the subject of examination only, and on the slip provided, his name in full (surname preceding), and then securely fasten the slip to the envelope, as instructed by the Presiding Officer. Candidates should see that their answers are placed in the proper envelopes. Scholarship candidates should designate their answers, and also the envelopes containing their answers, "Pass" or "Honour" according to the papers taken.

Every candidate competing for a scholarship, who also desires standing for Entrance to the Faculties of Education, must write upon all the subjects of this Entrance course which are not included in his scholarship examination. He must place the answers in his scholarship subjects in the scholarship (red) envelopes,

and the answers in the Entrance subjects in regular Entrance envelopes.

7. Candidates for the examinations for Entrance to the Normal Schools or the Faculties of Education who take extra Matriculation papers for the purpose of Matriculation standing, should place the answers to such extra papers in Matriculation envelopes and the Presiding Officer shall enter their names (if this has not already been done) on the matriculation tally-list. Such extra matriculation papers are to be returned to the Department along with the answers of the regular matriculation candidates. Parts A and B of the Matriculation History and Experimental Science papers are to be put in separate envelopes.

8. Candidates are also reminded that the Presiding Officer is not allowed to make any explanation or other statement regarding the probable meaning of any question or to give any advice as to what question should be answered by the candidates or how any question should be answered.

Should any error appear to have been made in any question, no attention shall be drawn to it during the time of examination by either the Presiding Officer or any of the candidates. Candidates may, however, at the end of the examination period submit the matter to the Presiding Officer, who, if he considers it necessary, will report on the matter to the Department at the close of the examination.

9. In case of the illness of any candidate during the examination, the Presiding Officer should report full particulars to the Department immediately at the close of the examination and his report should be accompanied by a medical certificate, stating precisely the nature of the illness, and the time and duration of its occurrence. Certificates received after this date will not be considered by the Board of Examiners when determining the results of the examination.

To be read to candidates by the Principal previous to the examination.

- 1. Candidates should see that they use the correct answer-envelopes as follows:

 (a) Model School Entrance candidates use the manilla envelopes designated Entrance to Model Schools."
- (b) Normal School Entrance candidates use the manilla envelopes designated "Entrance to Normal Schools."

- (c) Faculty Entrance candidates use the manilla envelopes designated "Entrance to the Faculties of Education."
- (d) Pass (junior) Matriculants use the white envelopes designated (in red ink) "Junior Matriculation."
- (e) Honour (senior) Matriculants use the envelopes designated "Honour Matriculation."
- (f) Scholarship candidates use the red envelopes designated "Matriculation Examination (Scholarship)," for all their matriculation papers whether pass or honour.
- (g) Commercial Specialist candidates use the manilla envelopes, designated "Commercial Specialist Examination."
- (h) Candidates for more than one of the above examinations will place their answers for the different examinations in the respective envelopes as indicated above.
- 2. Scholarship candidates who desire standing for Entrance to the Faculties of Education should not make application therefor until after the scholarship results are made known.
- 3. The Department does not furnish statements of the matriculation standing obtained by scholarship candidates, either for pass or honours.
- 4. As certificates for Entrance to the Normal School or to the Faculties of Education are accepted *pro tanto* for matriculation purposes, matriculation certificates covering the subjects included in the former certificates are not issued.
- 5. Cases of illness during the examination should be reported by the Presiding Officer to the Department *immediately at the close of the examination* and should be accompanied by a *medical certificate* stating precisely the nature of the illness, and its time and duration.
- 6. The answer papers of all candidates are read carefully by boards of Associate Examiners selected from the successful teachers of the Province. All papers on a subject are valued according to a uniform scale of marks decided upon by the Examiner-in-chief in consultation with the section of Associate Examiners in charge of that subject. Every paper which is valued near the pass mark by an Associate Examiner is re-read by the chairman of the section.

After the results are made up from the marks thus assigned, the papers of all candidates for Model, Normal and Faculty Entrance examinations who have failed by not more than a reasonable margin in any way will be immediately re-read by the Examiner-in-chief. Candidates who have still failed on this supplementary reading will receive statements of marks endorsed with the word "Re-read." No further appeal will be allowed in such cases.

In addition to the precautions outlined above, the addition and transferring of marks will be carefully checked on all answer papers by a competent staff of clerks.

No appeal is allowed in case of scholarship candidates.

In all other cases of failure where the statements of marks are not endorsed as "Re-read," an appeal will be allowed if desired. In view of all the precautions taken, however, an appeal on any of the Entrance examinations would seem to be useless.

7. Pupils making appeals must state where they wrote and the examination attempted. Principals sending in appeals in behalf of students should make each appeal on a separate sheet of paper. The fee is \$2, which is refunded if the appeal is sustained.

- 8. Any candidate who is prevented from attending the examination for which he applied, may have his fee refunded by applying to the School Board or other body that bears the expense of the examination for that part which it receives and to the Department for that part which it receives.
- 9. Candidates who do not make application until the day of examination are charged \$1 extra.

MAKING REPORTS AND RETURNING ANSWERS TO THE DEPARTMENT.

- 1. The Presiding Officer shall report to the Department at the close of the examination in the "remarks" column of the Diagram Blank (Form 292) any particulars in which the instructions, etc., were not observed and he shall mention any facts regarding the examination that he deems expedient to have brought before the Boards of Examiners. The Presiding Officer and his assistants shall sign a declaration that in all other respects the instructions and regulations were fully complied with.
- 2. The Presiding Officer, as part of his report to the Department, shall send a diagram of each room on the forms provided (Form 292), showing the position occupied by each candidate and Assistant Presiding Officer during the examination. Candidates shall not be permitted to change positions.
- 3. (a) The Presiding Officer shall not arrange the answer-papers according to subjects, but shall arrange them so that all the answers of each candidate for examination shall be sent together [except as specified in (b)] and in the order in which their names appear on the list of candidates for the Examination. (Form 44.) To facilitate this, elastic bands have been supplied, one for each candidate's set of answers.
- (b) Where a candidate takes papers belonging to different examinations, such papers are to be divided according to the examinations taken, and each parcel sent with those of the other candidates for these examinations, except that all the pass and honour matriculation answer-papers written by a scholarship candidate should be placed in red envelopes and returned in one parcel at the close of the Scholarship examination, and such papers should be checked upon the scholarship tally-list.
- 4. The prompt return of the answers to the Department at the close of the respective examinations is essential, and may be greatly facilitated if the answers are sorted at the close of each day's examination. All diagrams and reports (except the tally-list) should be forwarded to the Department by post on the respective days that the answers are forwarded. The tally-list of each examination must be returned in its respective bag with the candidates' answer-envelopes.
- 5. The answers of the candidates taking the examination for Entrance into the Model Schools, together with the corresponding tally-list, shall be returned securely tied, at the close of this examination, in one of the bags provided.
- 6. The answers of the candidates for (a) the examination for Entrance into Normal Schools and (b) the Commercial Specialists' examinations, together with the corresponding tally-lists, shall be returned in separate parcels, at the close of these examinations, in one of the bags provided.
- 7. The answers of the candidates for the examination for (a) Junior Matriculation, (b) Entrance into the Faculties of Education, (c) Honour Matriculation, and (d) Scholarships, together with the corresponding tally-lists, shall be returned

in separate parcels, securely tied, at the close of those examinations, in one of the bags provided.

- 8. (a) Each bag shall be so folded and tied that the words, "The property of the Education Department," will be outwards. The shipping tag should be securely attached to the strap on each bag.
- (b) All the express charges must be prepaid, and no commercial value should be placed upon the bags and contents.
- (c) All surplus examination papers may be given at the close of the examination to the Principal of the school.
- (d) All surplus answer-envelopes and name salps should be returned to the Department in one of the bags containing candidates' answers.

EXPENSES OF THE EXAMINATION.

The Treasurer of the High School Board or of the Public School Board of the school where the examination is held shall pay, on the certificate of the Public School Inspector, all the expenses of the examination, which shall include the following:

- 1. For preparing the list of candidates the Inspector shall be entitled to the remuneration of \$2.00, providing that the number of the candidates writing does not exceed twenty. For each additional twenty candidates or fraction of that number the Inspector shall be entitled to an additional dollar. It is to be understood that the number of applications received, and not the examinations on which candidates write, will determine the amount paid for this service.
- 2. For conducting the examination each Presiding Officer and each Assistant Presiding Officer shall be entitled to \$4.00 a day and railway fare or the ordinary cost of conveyance.
- 3. For meeting the incidental expenses of the examination, the cost of stationery, etc., and the payments for any additional services required during the examination.

GENERAL INFORMATION AND INSTRUCTIONS.

1. The examination fees are: Examination for Entrance into the Model Schools, \$5; examination for Entrance into the Normal Schools, \$5; examination for Entrance into the Faculties of Education, Part I. or Part II., each \$3, taken together, \$5; if this examination be divided, as provided in Circular 19 of 1908, sec. 5 (2), \$3 for each part; examination for Commercial Specialists, \$5; examination for Junior Matriculation, \$5; Honours or Scholarship Matriculation, \$5; for candidates taking not more than four papers (not subjects) for the purpose of completing Matriculation standing, \$2; for more than four papers, \$5. If the fees for the examination which a candidate desires to take amount to more than \$5, only \$5 will be required.

Attention is directed to the scale of fees to be paid by candidates. When the fee is \$5, \$3 or \$2, the amount to be sent to the Department is \$3, \$2, or \$1 respectively. The remainder of the fees received is to be forwarded to the School Board or other body that bears the expenses of the examination.

2. Applications will not be received by the Inspector after the 24th day of May, and candidates are reminded that they should in no case forward their applications

to the Department. If the candidate should, through an oversight, neglect to have his application duly sent to the Inspector, he may present himself at the examination, when the Presiding Officer is at liberty to admit him, provided there is the necessary accommodation, and that a sufficient number of question-papers has been forwarded. An additional fee of \$1 will be exacted by the Presiding Officer from a candidate who presents himself in this way.

February, 1909.

DUTIES OF THE REGISTRAR WITH RESPECT TO EXAMINATIONS. (Instructions No. 7.)

- 1. The Registrar of the Department of Education shall preside, as Chairman, at all meetings of the Boards of Examiners, or of any committee thereof, and shall furnish all necessary information. All cases of dispute at meetings of the Boards or Committees shall be settled by a majority of the Examiners-in-chief. In case of a tie the Chairman shall have the casting vote.
- 2. During the reading of the answer papers the Registrar shall see that the instructions to Associate Examiners hereinafter outlined are observed. He shall assign a pseudonym to each Associate Examiner, and shall have power, in case of necessity, to transfer Associate Examiners from one section to another.
- 3. As far as practicable, he shall disclose to no one the name of the candidate or of his examination centre.
- 4. He shall exercise a general supervision over the printing and distribution of the question papers, and over the sorting, numbering, and otherwise preparing the envelopes containing the answers, so that the answers may be conveniently read by the Examiners-in-chief and the Associate Examiners. He shall have charge of the reading of the answer papers, and, after the reading, he shall superintend the entering of the marks in the books by the clerks of the Department and the preparation of the results, so that they may clearly indicate the subjects in which candidates have passed or failed.
- 5. He shall take the necessary steps in order that appeals may be read as speedily as possible.

DUTIES OF EXAMINERS-IN-CHIEF.

- 6. Each Examiner-in-chief shall be required to discharge all duties pertaining to his office, and no duty which an Examiner-in-chief is appointed to perform shall be delegated to another Examiner-in-chief without the approval of the Minister or the University Matriculation Board, as the case may be. Each Examiner-in-chief shall prepare the examination papers assigned to him within the limits of the courses of study for which they are prescribed, and of the authorized text-books.
- 7. The papers set for the examinations for entrance into the Faculties of Education, the Normal Schools, and the Model Schools, shall be prepared in accordance with the requirements of candidates desiring to become teachers.

- 8. In the prose composition papers in Classics and Modern Languages the vocabulary and idioms required shall be such as are found in the prescribed authors and text-book.
- 9. Each paper in a department shall be signed by the Examiner-in-chief in that department, and shall be approved by the Board of Examiners at a meeting held for the purpose before it is submitted to the Registrar to be printed for distribution to the examination centres.
- 10. The Examiners-in-chief shall be present at the beginning of the reading of the answer papers. Each Examiner-in-chief shall discuss with the Associate Examiners in his section the character of the answers required by the question, and especially the value of incomplete or imperfect answers, so as to insure, as far as possible, uniform marking. In cases of differences of opinion on any point, the decision of the Examiner-in-chief shall be final; and, without the consent of the Examiner-in-chief concerned, no Associate Examiner shall set aside any part of the agreement made as the result of this discussion. Any additional necessary allowance shall be made by the Revising Board on the report of the chairman of the section through the Registrar.
- 11. Such of the Examiners-in-chief as may be appointed a Revising Board shall duly consider and report upon all doubtful and special cases. They shall also decide the cases, if any, in which the answer papers shall be re-read by the Examiners-in-chief.
- 12. With such assistants as may be appointed for that purpose, the Examiners-in-chief shall re-read at the Department the papers of all Normal Entrance and Faculty Entrance candidates who fail by not more than a reasonable margin in any way. They shall also read the appeals and make, through the Revising Board, such reports as are provided for in 11 above.
- 13. The Examiners-in-chief shall report, through the Registrar, to the Minister and to the University Matriculation Board the pseudonyms of all Associate Examiners whose work appears to have been performed with carelessness or incapacity, or who have shown any substantial disregard of their instructions.

DUTIES OF ASSOCIATE EXAMINERS.

- 14. The Associate Examiners shall be classified into sections according to the subjects of examination, and a chairman shall be appointed in each section by the Registrar. The chairman of each section shall have a general oversight of the work done in his section, and shall see that the regulations are carried out and that the marking is uniform. He shall also report to the Revising Board, through the Registrar, any matters that require its attention.
- 15. An Associate Examiner shall not have in hand more than ten papers at one time, nor shall he have more than one envelope open upon his table at one time, and he shall return each examination book to its proper envelope. As soon as an examination book is removed from its envelope the candidate's number shall be placed on the front page of the book. The envelopes, with their enclosures. must be returned in the numerical order in which they are received. In cases of suspected copying the Associate Examiner shall note on the face of the envelope, "Copying, see No...., question....," and through the chairman of the section report the case at once to the Registrar. In such cases the Associate Examiner and the chairman of the section shall make a detailed report of the grounds of suspicion.

16. In the case of the papers in *English Grammar*, *Literature* and *Composition*, one mark shall be deducted for each mis-spelt word and one mark for each instance of incorrect English. At all examinations in Arithmetic, either arithmetical or

algebraical solutions shall be accepted.

17. In reading the answer papers each Associate Examiner shall mark distinctly in the left hand margin the value assigned by him to each answer or partial answer, and shall place the total on each page at the foot of the margin and enter this total at the top of the next page; he shall place the result on the face of the envelope, indicating in the case of the papers in English Grammar, Literature and Composition, the deduction for mis-spelt words and incorrect English thereon, thus, e.g., Grammar, 80—2 sp.—4 f. s. = 74. He shall also sign his pseudonym on the envelope of each examination book examined.

18. Associate Examiners shall be in their respective places so that the reading may commence promptly at the time specified, viz., 9 a.m. and 2 p.m., and no Associate Examiner shall stop work before the hours of closing, viz., 12 noon and 5 p.m., without reporting to the chairman of the section and obtaining his consent.

19. Associate Examiners shall refrain from all unnecessary conversation or other causes of disturbance, and shall devote themselves strictly to the work of the examination; they shall keep a record of the papers read each day, and shall report the results of their work to the chairmen of their respective sections.

20. Associate Examiners shall not at any time enter the rooms of other sections unless when it is necessary to do so in entering or leaving their own rooms, or when

the sanction of the Registrar has been obtained.

21. The work is confidential throughout. Should the identity of an examination centre or of any particular candidate be discovered by an Associate Examiner, he shall report the fact without any delay to the Registrar, or, in his absence, to the clerk of committees, who shall change the Associate Examiner, or make such other arrangements as he may deem expedient.

22. The instructions herein contained, so far as they relate to the examinations of the Department of Education and to matriculation into the University, shall be subject to amendment from time to time with the approval of the Department of

Education and of the Senate of the University of Toronto respectively.

February, 1909.

MEMORANDUM TO PUBLIC AND SEPARATE SCHOOL INSPECTORS.

A circular from a Business College in Chatham, Outario, offering prizes to Public and Separate School Inspectors, teachers, and pupils in connection with a "special penmanship contest" has just been received by the Department of Education.

Among the conditions of the "contest" are the following, on page 2:

(1) Students must have a copy of the book (Writing Lessons) by McLaughlin & Co., and have used it at least six consecutive months prior to June 1st, 1911; and

(2) Teachers must teach from it in the school room and also have a

copy at least four consecutive months prior to June 1st, 1911.

It appears, also, that for the purposes of this "contest" the publishers have obtained from Inspectors "a great number of lists" of their teachers, and that,

as it is not complete, they are still pressing those who have not yet responded. Some Inspectors also have given "unsolicited" testimonials, which the publishers are using for advertising purposes in this connection. Under any circumstances, complicity on the part of an Inspector in such a scheme is illegal. Under present circumstances, it is worse than illegal, for the publishers offer money prizes for the Inspectors themselves.

While the Minister believes that the Inspectors in fault have been imposed upon or have not realized the seriousness of their action, it is now his duty to call their attention to the penalties provided in Section 28 (1) of the Department of Education Act of 1909. Moreover, as not all the names of those who have associated themselves with the scheme of the publishers are known to the Department, the Minister is obliged to notify hereby each of the Public and Separate School Inspectors that the Government grant towards salary must be withheld until an assurance has been received either that he has taken no part in this scheme or that he has countermanded any illegal instructions he may have given his teachers, and that, so far as he is aware, the book is not now in use in his schools.

Pending the issue early in 1910 of Regulations for the guidance of Inspectors, the Minister now forbids them to furnish lists of their teachers to any person or any body except the body or bodies that appointed them, unless under his instruction or with his approval. It is also clear that henceforth greater care must be exercised in giving testimonials to persons who desire to have financial relations with the schools.

The Minister is as anxious as the Inspectors can be to further the interests of education, and he will aid his officers in every legitimate undertaking for this purpose. He will, however, permit no course of action that is contrary to the Act and the Regulations, or which will embarrass him in carrying out the educational policy for which he is responsible.

November 29, 1909.

II. ORDERS IN COUNCIL.

John Voaden, M.A., appointed Assistant Master in the Hamilton Normal School. Approved 6th January, 1909.

High School in the North-West part of city of Toronto established. Approved 14th January, 1909.

British system of spelling and pronunciation, as set forth in the Imperial Dictionary, adopted for the text-books to be used in the schools of the Province. Approved 14th January, 1909.

R. J. Beeman appointed Janitor in the Toronto Normal School. Approved 27th January, 1909.

The B.A. General Proficiency Course, which may be taken by candidates for Public School Inspectors' certificates at Queen's University. Approved 24th March, 1909.

Mrs. Margaret Ellen Stewart appointed Matron of the Institution for the Blind. Approved 14th April, 1909.

Wm. Henry Lamb appointed Farmer and Gardener at the Institute for the Deaf and Dumb. Approved 14th April, 1909.

The tender of the T. Eaton Co., Limited, for the printing and binding of the Citario Readers accepted. Approved 21st April, 1909.

Four second-class certificates granted in accordance with Sub-section 10 (a) of Section 23 of the Department of Education Act and Section 12 of the Normal School Syllabus and Regulations. Approved 4th May, 1909.

Walter Hunt appointed Carpenter at the Ottawa Normal School. Approved 11th May, 1909.

T. W. Aikins appointed Clerk in the Department of Education. Approved 27th May, 1909.

The Continuation School at Carp, Carleton County, and the High Schools at Simcoe and Norwood, included with those schools in which agricultural training shall be given, as mentioned in Orders-in-Council of 13th June, 1907, and 24th September, 1908.

Wm. Watson appointed Caretaker of the Ottawa Normal School. Approved 3rd June, 1909.

L. E. A. Payment, M.A., appointed Principal of the English-French Training School at Sturgeon Falls. Approved 22nd June, 1909.

Twelve graduates of the Lillian Massey School of Household Science and Art granted certificates of qualification as teachers of Household Science in the Public and High Schools.

A. C. Casselman appointed Principal, and W. J. Karr and Jas. C. Morris appointed Assistant Masters of the North Bay Normal School. David Whyte appointed Assistant Master of the Toronto Normal School. Approved 29th June, 1909.

Twelve graduates of the Macdonald Institute, Guelph, granted certificates of qualification as teachers of Household Science in the Public and High Schools. Approved 20th July, 1909.

Text-book regulations. Approved 30th July, 1909.

Regulations regarding the Sturgeon Falls Training School. Approved 31st July, 1909.

Regulations regarding Model Schools. Approved 31st July, 1909.

Regulations regarding Kindergartens. Approved 31st July, 1909.

Regulations regarding North Bay Normal School and the renewal of District Certificates. Approved 31st July, 1909.

Regulations regarding Continuation Schools and Fifth Classes. Approved 24th August, 1909.

Regulations regarding Elementary Industrial Arts in Public and Separate Schools of villages and towns. Approved 24th August, 1909.

Walter R. Nursey appointed Inspector of Public Libraries. Approved 24th August, 1909.

Charles Ramsay appointed Instructor in Art; Katherine J. McCaig, Instructor in Household Science; J. Norman Eagleson, Instructor in Music, at the North Bay Normal School. Approved 2nd September, 1909.

Agreement with the Educational Book Company, Limited, respecting the right to print, publish and supply the Ontario School Book-keeping. Approved 3rd September, 1909.

Regulations regarding High Schools and Collegiate Institutes. Approved 14th September, 1909.

The following appointments to the Department of Education, approved 14th September: Allen Ker. Assistant Registrar; J. A. Brown, Registrar's Branch; Geo. E. Barnes, Library of the Department.

High School established in the Town of Haileybury. Approved 21st September, 1909.

John Clark appointed Caretaker of the Normal School at North Bay. Approved 24th September, 1909.

Miss Lillian Davey appointed to the staff of Normal Model School at Toronto. Approved 24th September, 1909.

Regulations regarding Elementary Agriculture and School Gardens in rural and village Public and Separate Schools. Approved 30th September, 1909.

S. D. Egan appointed Engineer of the North Bay Normal School. Approved 30th September, 1909.

George Henderson appointed Engineer of the Hamilton Normal School. Approved 13th October, 1909.

- A. F. Hagerman appointed Instructor in Manual Training at the North Bay Normal School. Approved 20th October, 1909.
- J. A. Houston, M.A., appointed Returning Officer in the elections for the Advisory Council of Education, owing to the illness of R. W. Anglin, M.A., Registrar. Approved 26th October, 1909.

Agreement with the Hunter, Rose Company, Limited, respecting the right to print, publish and supply the Ontario High School Arithmetic. Approved 28th October, 1909.

Agreement with the MacMillan Company, Limited, respecting the right to print, publish and supply the Ontario High School Chemistry; also the Ontario High School Laboratory Manual in Chemistry. Approved 28th October, 1909.

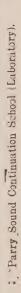
Agreement with the Copp, Clark Company, Limited, respecting the right to print, publish and supply the High School German Grammar; also the Ontario Public School Speller. Approved 28th October, 1909.

Agreement with the Morang Educational Company, Limited, respecting the right to print, publish and supply the Ontario High School Physical Geography; also the Ontario High School Ancient History. Approved 28th October, 1909.

Miss Stella Slater appointed Pianist in the Toronto Normal and Model Schools. Approved 4th November, 1909.

M. H. Thompson, appointed Clerk in the Registrar's Branch of the Department of Education. Approved 25th November, 1909.

Agreement with the Copp, Clark Company, Limited, respecting the right to print, publish and supply the High School German Grammar, and rescinding Order-in-Council of 28th October respecting said book. Approved 23rd December, 1909.





APPENDIX J. — REPORT OF THE INSPECTOR OF CONTINUATION SCHOOLS.

To the Honourable R. A. PYNE, M.D., LL.D.,

Minister of Education of the Province of Ontario.

Department of Education, Toronto, Ontario.

HONOURABLE SIR,—I have the honour to submit herewith my report on the Continuation Schools of the Province of Ontario for the year ending December 31st, 1909.

Owing to the punctuality and accuracy of the Principals of the schools in sending in their annual statements it has been possible to include in the appended table of statistics the actual figures for each school up to the close of the present year.

The few Fifth Classes in which the teacher devotes whole time to Continuation work are also included in this as in former reports.

I have the honour to be,

Sir.

Your obedient servant.

R. H. COWLEY

Toronto, Dec. 31st, 1909.

REPORT OF THE INSPECTOR, 1909.

THE CONTINUATION SCHOOLS ACT.

Perhaps the most important fact to be noted in the fourth annual report of the Continuation Schools is the legislation assented to on April 13th, 1909, whereby these schools were brought under a special Act affording wider provisions for their organization and maintenance.

Owing to the elasticity of the conditions under which Continuation Schools may henceforth be established and the liberal provisions for their financial support, a door to the highest educational opportunity has been opened to every child in the Province. It now rests with the people of each locality to initiate the simple steps securing this end.

The new Act offers a choice of three ways in which a Continuation School may be established:—

(a) The Public School Board of any municipality or school section, not already forming part of a High School District, may establish and maintain a Continuation School in connection with any Public School under its control. This is the simplest and least involved course of action since it gives the individual school

board full power to act on its own motion and determination without reference to any other municipal body or even the voice of the ratepayers themselves. Not a few Continuation Schools now firmly grounded in the public favour owe their existence entirely to the resolute action of a progressive school board. Fortunately there is a growing number of trustees who recognize that beyond the mere function of husbanding the school taxes, they are in a larger sense trustees of the educational interests of the youth of the community and should therefore assume, in co-operation with the Minister of Education, their fair share of the responsibility of extending and improving the educational facilities of the Province.

The opportunity to start a Continuation School is no less favourable to a rural board of trustees than to the board of a village or a town.

In the case of a rural school section the grants from all sources may be regarded as at least the equivalent of the salary of the Continuation School teacher. In the first place the Township must pay annually the same grant toward the salary of the Continuation School teacher as it is required to pay in the case of the Principal of the Public School. Except in the case of the small number of weak townships this grant amounts to \$300. Then there is the fixed annual grant of \$200 paid equally by Legislature and County Council, the annual grant on minimum equipment amounting to \$70, similarly paid, the annual grant on accommodations averaging about \$30, similarly paid, and the annual grant on salary of teacher amounting to fifty per cent. of all salary in excess of \$400 up to a limit of \$1,000, also similarly paid. Thus on a salary of \$600 the grants would be \$100, on a salary of \$700 the grants would be \$150, and on a salary of \$800 the grants would be \$200. Hence a rural school board paying a Continuation School teacher a salary of \$700 might expect to receive under ordinary circumstances annual grants from Township, County, and Government, amounting to \$750. If the salary were \$800 the grants would be not less than \$800 as a rule. Then there is a source of considerable revenue in fees paid by pupils, the usual fee being one dollar per month per pupil. This is a charge that is very willingly met by parents who appreciate the advantages of a Continuation School. At present there are 128 Continuation Schools employing 185 teachers and attended by pupils from 920 school sections. The number of pupils enrolled during first half of the past year was 4,164, and during second half year, 4,400. The average Continuation School could therefore depend upon having a roll of not less than 22 pupils per teacher, and a regular attendance that would yield a revenue of \$150 per year in fees. Thus it may be seen that under ordinary circumstances a Continuation School may be maintained in the average rural school section without adding directly to the taxation of the section. Where a section is central, in some special way, to several surrounding sections it is the more desirable that the School Board of that section should use its position of vantage by leading in the establishment of a Continuation School.

(b) The Continuation Schools Act further provides that agreements may be entered in by two or more School Boards, whether in the same or in different municipalities, for the establishment and maintenance of a Continuation School for the benefit of the pupils of all the schools concerned. Such Continuation School may be conducted in one of the schools or in some other place agreed upon by the Boards. Implicitly the School Boards are given power to provide any necessary school buildings, grounds, equipment, staff, etc., by mutual agreement. The agreement will also cover all other necessary points as to establishment, maintenance and management, retirement of building debentures, etc.

This provision is specially intended to meet the needs of those localities where conditions are particularly favourable for consolidation of a group of sections for the purpose of providing a good secondary school from the outset. Already a number of apparently suitable localities are considering action under this provision.

Where it is necessary to erect a building or an addition for the accommodation of the Continuation School, and to issue debentures in connection with same, the Trustees should be guided in their procedure by the provisions of Section 43 or Section 44, as the case may be, of the Public Schools Act.

It should be noted by Boards of Trustees forming Continuation Schools under (a) or (b) that, while the County Council is required to give at least the equivalent of the Government Grants annually, County Councils have power to give such further sums as they may determine. In fact many County Councils are now giving grants much in excess of the statutory requirements to the Continuation Schools within their jurisdiction. Two or three reasons are usually urged for this liberality. The High Schools of the Counties receive large annual grants from the County Councils. These grants are paid from rates levied on the entire County, while, for obvious reasons, only a small number of the children of the County can avail themselves of the advantages of the High School. The Continuation Schools are therefore encouraged as being a fair medium through which to offer all children some of the advantages that the High Schools extend to the few.

Again, the County Councils are required to contribute to the cost of tuition of pupils attending high schools situated beyond the limits of their own county. In many cases the contribution on this account amounts to a large sum annually. It is recognized that it is a better policy to educate these pupils within their own County, and particularly in circumstances under which they may reach school daily from their own homes.

(c) The third way in which a Continuation School may be established is by action of the County Council, which is empowered to create and constitute Continuation School Districts. A town, or a village, or a township, or a portion of a township, may be made a district for supporting a Continuation School. The County Council also has power to attach to a village or a town, for the purpose of forming a district, any portion of a township contiguous thereto. The formation of Continuation School Districts is subject to the approval of the Minister of Education. More than one Continuation School may be established in a Continuation School District.

The control and management of such Continuation Schools is vested in a special Board of Trustees appointed in part by the County Council and in part by the Council of the Township or the urban municipality in which the school is situated. This Board of Trustees is charged with such powers and duties as are exercised by High School Boards in general.

As the Continuation Schools are scattered widely over the Province and have been brought into existence under a variety of local conditions, and as their ultimate place in the educational system is not finally determined, the present Continuation Schools Act, based as it is on the general lines of the High Schools Act, is not to be regarded as a finality, but rather as a working basis to be modified and amplified as the system develops, and as general needs for change may arise.

The Act as it stands affords a means whereby County Councils may place the Continuation Schools on a more permanent basis, extending their opportunities at the same time to all those parts of the Counties which, though already taxed for

the support of the High Schools, are not appreciably served by these institutions by reason of distances.

A considerable number of School Boards are already taking action with a view to having districts formed, but much of the progress that the new Act makes possible will depend upon the enterprise, the progressiveness and the constructive ability of the County Councils. A number of the sections already interested in having districts formed are situated, in some cases, near the borders of Townships, in other cases near the borders of Counties. To meet the conditions of all such sections it will be necessary to so amend the Act that County Councils will have power to form Continuation School districts from contiguous parts of two or more municipalities, whether in the same county or in different counties.

APPROVED SCHOOLS.

The approved school scheme has reference solely to the admission of candidates to the Normal Schools and the Faculties of Education. Efficiency of staff, organization, work, accommodations, and equipment constitute the ground on which a school is ranked as approved. With a view to securing teachers with better academic preparation for their work the Department of Education has been admittedly exacting in respect to the standard required for approval. Many long-established and reputedly successful High Schools have thus far failed to obtain full approval. The same high standard is of necessity applied to the Continuation Schools since they also undertake to prepare candidates for admission to the Normal Schools. As a result only two Continuation Schools in the entire Province were approved last year, and in the nature of the conditions, years must elapse before a majority of the Continuation Schools measure up to the required standard.

The approval of schools must depend largely on the fitness of the principals; and permanency in the principalships is equally essential to maintain the standard of approval. Within the past year there has been a change of principal in the majority of the Continuation Schools. The state of flux in the ranks of teachers, even in the secondary schools, seems to be on the increase despite the fact that salaries have been steadily and materially improved.

Since 1906 the average salary of principals of Continuation Schools has increased from \$662 to \$828, the salaries in the larger schools now approximating those of the smaller High Schools. In the same time the Boards have increased the value of equipment from \$17,000 to \$50,000. This means that the rural communities are eagerly seizing the opportunity for secondary education that the Continuation School system affords. To encourage this rising zeal of the people for a generally higher plane of education is to attract that popular co-operation which is fundamental to the reality and permanency of educational progress. To this end it would appear that the ultimate aim of the approved school scheme is likely to be realized but gradually in the case of these smaller secondary schools.

At present there are forty-seven two-teacher and three-teacher High Schools, and fifty-three two-teacher and three-teacher Continuation Schools. These one hundred small secondary schools are in the midst of the rural population, the population that has furnished, up to the present time, a large number of our strongest teachers. Any material decrease in the number of Normal School entrants from these schools is likely to seriously accent the crisis with respect to maintaining a due supply of teachers for the schools of the Province. The tide of immigration flowing into Western Canada will annually draw from six hundred to eight hundred

teachers, at the very lowest calculation, from older Canada. This annual levy is likely to fall almost entirely on Ontario. The circumstances appear to warrant every possible encouragement being extended to the pupils of these small secondary schools to obtain Normal School Entrance standing. The history of the former Public School Leaving Examination suggests that an examination at the end of the Lower School course would be a helpful provision. In my Annual Report for 1906 it was recommended, "That an examination under the auspices of the Education Department be established at the end of the Fifth Class course, such examination having the standing of a senior entrance examination, the certificate admitting the holder to the Middle School of the Continuation School." This end could be effected by giving recognition, under properly supervised local management, to the present Public School Graduation Examination. To base this examination on an adequate Lower School Course and to accept it in lieu of the September Normal School Entrance Examination would anticipate the growth of dissatisfaction and remove the inconvenience and the consequent discouragement of pupils attending all those schools that cannot attain to the standard of approval in the near future. If the educational merits of the approved school scheme are to be given a fair and patient trial, some modification, at least in the circumstances of its application, must apparently be made.

REVISION OF CURRICULUM.

Thus far the reconstruction that has been going on during the past three years in the school system of the Province has been confined mainly to matters of organization and other external relations. The question of educational values must soon claim attention. Perhaps a series of re-adjustments will suffice to meet the conditions, though in some instances radical changes may be necessary.

The curriculum introduced in 1904 recognizes the aims of both culture and utility. Subsequent experience has shown that to this extent it affords a basis of permanent educational value, though it has not yet been sufficiently developed to completely reconcile these two aims which men of the extreme classical and technical camps had almost succeeded in driving to opposite poles of the educational field.

Technical education, having an eye to its vocational and commercial value, is being so strongly urged in influential quarters that the attention of government is almost commanded. Any scheme intended for urban centres alone will be received as inadequate. The rural communities must also be served, at least through the small secondary schools now rapidly springing up in their midst. Fifty per cent. of the cost of maintaining the country falls on the agricultural classes. Such a system of technical training as it is practicable to introduce must occupy itself largely with farming interests wherever it is applied to rural secondary schools.

Three years ago Massachusetts provided for the establishment of a normal department for teachers at the agricultural college to prepare the way for efficiently teaching agriculture. Several other states have recently established or increased the number of their county schools of agriculture. Oklahoma has provided a very comprehensive system of agricultural education, including agricultural secondary schools, agricultural instruction in the normal schools, short courses for farmers, and, most significant of all steps, a chair of education at the agricultural college.

Looking in the same direction the arrangement of a ten-weeks' course for normal school pupils at the Ontario Agricultural College last spring must be re-

garded as an important initial step preparatory to a more general introduction of

agricultural teaching.

To find an effective place for a moderate measure of agricultural study in our small secondary schools the existing curriculum must be modified and the correlation of subjects must be further adjusted. Such parts of the courses in certain subjects as are found not to be of considerable value for culture or use, or both, must necessarily give place to the technical work if such is to be introduced. Also those subjects, such as literature, history, and art, commonly regarded for high cultural value, must be defined and treated in a way that will place the development of their full worth beyond the sphere of the problematic or incidental.

EXTRACTS FROM STATISTICS.

The following comparative table will indicate the chief statistical features in the growth of the Continuation Schools during the past four years:

	1906	1907	1908	1909
g (t) (t) Calcala	91	107	120	128
Continuation Schools	2	2	2	6
Three-teacher Schools	24	29	38	45
Two-teacher Schools	65	76	80	77
One-teacher Schools	3,993	4.744	5,317	5,866
Pupils in attendance	1,660	1,963	2,243	2,494
Boys	2,333	2.781	3.074	3,372
Girls	2,627	3,148	3,462	3,841
Resident pupils	1,366	1,596	1,885	2,025
Non-resident	660	760	890	920
School sections represented	1,614	1,825	2,106	2,254
Pupils in Lower School, I	1,143	1,360	1.510	1,701
***************************************	1,214	1.538	1,677	1,884
Milutie School, III	22	21	24	27
"Upper School, IV	396	472	564	609
Candidates for Normal Entrance	193	202	271	206
Number successful	52	46	76	44
Number obtaining honours	138	175	198	269
Candidates, University Matriculation	88	106	109	129
Number successful	\$17,203	\$26.345	\$39,275	\$49,250
Total value of equipment	\$2,589	\$6.063	\$14,488	\$19,201
Libraries	\$11,884	\$16,369	\$19,645	\$23,205
apparatus	\$2,492	\$3,098	\$3.052	\$3,801
maps, charts, ctc	\$238	\$815	\$2,090	\$3,048
" art models, etc	117	140	162	185
Number of teachers	34	33	32	31
Number of pupils per teacher	\$662	\$719	\$758	\$828
Average salary of principals	\$467	\$529	\$556	\$592

TLLUSTRATIONS.

The illustrations of Art work which follow are taken from Water Colours done by pupils of Pakenham Continuation School. They represent some of the lines along which good Art work is being done in many of the Schools.





Bridge on Mississippi River, Pakenham, Ont. From Colour Work by Pupils of Continuation School.



C. P. Railway Bridge, Fakenham, Ont. (Water Colour).



Home Scene near Pakenham, Ont. (Water Colour).







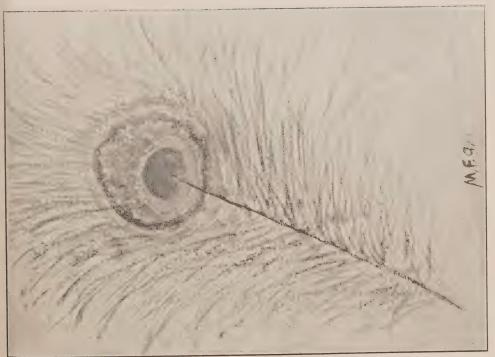


From Wildflowers in Water Colours by Pupils of Pakenham Continuation School.









Statistics for the year

Inspectorate.

Name of School.

Post Office.

Algoma	1 Blind River 2 Bruce Mines. 3 Thessaton 4 8 S. Dumfries	Bruce Mines. Thessalon. St. George.
Bruce West	5 Lucknow	Lucknow
	6 Paisley	Paisley
	7 Southampton	Southampton
Carleton	8 Teeswater. 9 10 Huron 10 7 Goulburn. 11 5 Gloucester 12 3 Huntley	Ripley
	13 9 Gloucester. 14 8 Fitzroy. 15 10 Nepean. 16 U. 3 North Gower. 17 5 Fitzroy. 18 15 Osgoode. 19 3 Marlborough. 20 18 Osgoode.	Fitzroy Harbour. Jockvale. Kars Kinburn Kenmore Malakoff.
	21 11 Osgoode. 22 5 Goulburn 23 6 North Gower 24 Richmond 25 12 Goulburn	Metcalfe. Munster. North Gower. Richmond Stittsville
Dufferin	26 20 Osgoode 27 Grand Valley. 28 Shelburne	Grand Valley
Dundas	29 Chesterville	Chesterville Morewood
	31 Winchester	Winchester
Durham	32 Millbrook. 33 11 S. Dorchester. 34 2 Bayham. 35 Rodney. 36 Springfield. 37 West Lorne.	Port Burwell Rodney Springfield
Essex South	38 Amherstburg	Amherstburg

NOTE.—This table includes the statistics of Fifth Classes, in which

SCHOOLS.

ending 31st December, 1909.

Teachers.				Attend	ance an	d Class	sification	n of Pu	pils.
Names and Degrees of Teachers giving whole of time to Continuation School.	Number giving whole time.	Professional certificate.	Annual rate of salary.	Total number of pupils enrolled.	Number of boys.	Number of girls.	Number of pupils from section.	Number from other sections.	Number of other sections represented.
1 Chetwynd S. Carter 2 Evelyn C. Garrett 3 John Urquhart, B.A 4 A. E. Green 5 Chas. F. Ewers	1 1 1 1 2		\$1,100 1 700 1 900 1 700 1 950 1 650	36 32 33 71	13 17 13 21 28	13 19 19 12 43	25 28 30 17 44	1 8 2 16 27	1 4 2 6 12
Frances E. McLean 6 Geo. B. Bell	2		I 650 I 850	57	25	32	30	27	9
Nelson D. Morris	2		I 650 I 800 I 500	35	14	21	34	1	1
Wilhelmina Rutherford 8 Stanley Wightman 9 Mae A. Campbell 10 Edith M. Adams 11 Thos. M. Creighton 12 Mand H. Anderson	$\begin{array}{c c} 1\\1\\1\\1\\2\\\end{array}$		$egin{array}{cccc} 1 & 500 & 1 & 500 & 1 & 750 & 1 & 615 & 1 & 650 & 1 & 625 & 1 & 6$	47 26 26 26 18	30 11 10 5 21	17 15 16 13 35	30 20 14 12 36	$ \begin{array}{c} 17 \\ 6 \\ 12 \\ 6 \\ 20 \end{array} $	8 4 6 4 7
Ethel Code, M.A. 13 H. May Peregrine. 14 E. Winifred Morris. 15 Marguerite Phelan. 16 Estella R. Cragg. 17 Margaret G. Millar, B.A.	1 1 1		I 500 I 600 I 600 I 600 I 600 I 600	11 27 36 20	7	5 17 22 13 10	12	5 5 20 8 10	2 3 6 4 4
18 Maude McEachern 19 Effie Kirkpatrick 20 Jas. H. Joynt 21 Jno. R. Pickering 22 Luella Grainger	1 1 1 1 1		I 700 I 600 I 800 I 800 I 650 I 700	32 0 15 0 29 0 33 0 20	13 8 12 10 12	19 7 17 23 8 21	14 9 15 10	13 1 20 18 10 20	1 4 8 8 3 4
23 Margaret E. Craig 24 Joyce Banford. 25 Robt. Thompson 26 Rebecca Stenhouse 27 Edwin H. Lindsay. 28 T. E. Langford, M.A.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		I 500 I 700 I 650 I 900 I 1,050	30 23 0 22 0 52 0 77	15 10 7 20	15 13 15 32 49	26 6 11 36	17 11 16 34	2 7 4 7
Isabel K. Smith, B.A M. Tapling	. 1		I 628 I 600 I 1,100 I 1,100	$\begin{bmatrix} 0 & & & & & & & & & & & & & & & & & & $		28 24		16 28	
Maude Cole		2	I 1,00	0 68	31	37	53	15	6
A. J. McIntosh 32 David Hampton 33 D. H. McGill 34 Katherine Caesar 35 Alex, R. McRitchie, B.A 36 Mrs. Emma Ford-Firby 37 Dugald Graham		1 1 1 H.S.J	I 65 I 75 I 85 I 65 P. 1,10 I 65 I 80	0 44 0 56 0 25 0 38 0 38	26 9 14 15	28 30 16 24 18 21	23 5 14 26 8 25 41	7 33 11 12 8	8 3 6 4
38 Walter J. Osborne		2	I 1,00 I 60	0 46	15	31	38	8	4

one teacher devoted all his time to Continuation School work.

Statistics for the year

$Attendance\ and\ Classification\ of\ Pupils.—Con.$

	Attendance and Classification of Fupits.—Coll.												
Inspectorate.	Number of pupils in Form I (Lower School).	Number in Form II (Lower School).	Number in Form III (Middle School). Number in Form IV (Upper School).	Number of pupils enrolled 1st half year. Number enrolled	Average age of latter, Sept. 1st, 1909, Form I.	Average age of latter, Sept. 1st, 1909, Form II.	Average age of latter, Sept. 1st, 1909, Form III.	Average age of latter, Sept. 1st, 1909, Form IV.	Number of pupils taking agriculture or school gardening.				
Algoma	$egin{array}{cccccccccccccccccccccccccccccccccccc$	8 16 15	10	20 2 31 2 25 2 27 2 47 5	9 14 6 5 15 1 15	y. m. 16 1 15 6 16 15 14 5	y. m. 16 9 16 6 17 15 4 16 6						
	6 27	14	16	40 4	2 14 6	15 2	16 1						
	7 13	12	10	23 3	1 14 8	15 !	16: 3		1				
Carleton	$\begin{array}{ccc} 8 & 13 \\ 9 & 6 \\ 10 & 10 \\ 11 & 8 \\ 12 & 20 \\ \end{array}$	7 5 5	23 13 11 5 22	38 3 21 2 25 1 10 1 41 4	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	15 2 14 7 17 15 14 8	16 3 15 7 16 6 16 5 16 10						
Dufferin	13 8 14 9 15 10 16 3 17 7 18 8 19 5 20 5 21 13 22 8 22 8 23 9 24 15 25 15 26 9 27 27 28 28	9 10 8 7 12	2	9 25 2 31 3 18 1 20 2 2 24 2 26 2 23 2 2 23 2 2 3 19 1 19 1 30 3 58 5 5	1 15 5 13 4 2 15 1 1 13 9 0 13 3 13 9 6 14 9 8 14 5 14 8 6 14 2 6 14 8 13 9	14	15 9						
Dundas	29 16 30 10 31 28	14 19	17 · · · · · · · 21 · · · · · ·	32 3' 36 4	4 14	14 10 15 7	16 6 17, 9		45				
Durham Elgin	32 16 33 21 34 11 35 9 36 12 37 15 38 25	20 9' 22 11 13 9 14 6	20 · · · · · · · · · · · · · · · · · · ·	32 30 40 44 17 19 31 20 23 23 32 23 27 3	5 13 3 5 13 6 8 14 2 6 12 3 2 13 6 2 13	14 10 14 2 14 4 15 3 14 1 14 8 14 15 3	15 10 15 3 15 7 16 4 15 1 16						

SCHOOLS—Continued.

ending 31st December, 1909—Continued.

	Examination Results.												
Name of School.	Candidates for Normal School Entrance.	Number that passed.	Number that obtained honours.	Number presenting themselves at Normal Schools in Sept., 1909.	Number admitted to Normal Schools.	Candidates for Junior Matriculation.	Number that passed.	Number that obtained honours.					
1 Blind River	4 4 3 3 12	1 1 1 5	1 2	2	2	1 3 3 3 - 2	$\begin{array}{c}1\\2\\2\\1\\1\end{array}$						
6 Paisley 7 Southampton 8 Teeswater 9 10 Huron 10 7 Goulburn 11 5 Gloucester	4 3 10 5 3 3	3 2 7 1 1	2			6 2	1						
12 3 Huntley 13 9 Gloucester 14 8 Fitzroy 15 10 Nepean 16 U. 3 North Gower 17 5 Fitzroy 18 15 Osgoode 19 3 Marlborough	$egin{array}{cccccccccccccccccccccccccccccccccccc$	2			2	2	1 1						
20 18 Osgoode	7 5 2 10 7 2 5 4	1 2			1	3 7 3	1 2						
29 Chesterville 30 12 Winchester	10) {	5	3		2							
31 Winchester 32 Millbrook. 33 11 S. Dorchester. 34 2 Bayham 35 Rodney 36 Springfield 37 West Lorne 38 Amherstburg	2		3		2	2]						

		D4!			r) !1		_			-			
Name of School.	Agriculture, etc.	Mercantile Life.	Teaching.	Other Professions.	Mechanical Occupations.	Other Pursuits.	Agriculture, etc.	Mercantile Life.	Professions	Mechanical Occupations.	Other Pursuits.	Library.	Scientific Apparatus. of
1 Blind River 2 Bruce Mines 3 Thessalon 4 8 S. Dumfries 5 Lucknow		1	1 3	1 1	1 1 1	1 4 6 9	14 3 21 26	$ \begin{array}{c} 1 \\ 2 \\ 8 \\ 2 \\ 7 \end{array} $	3 2 2 8	6 7 7 7 7 2	19 10- 12 1 28	\$ 148, 217, 151, 161, 300	\$ 176 309 136 164 301
6 Paisley	. 3	2	4		1		22	13	4	12	6	307	418
7 Southampton	.		1			5	2	5	1	7	20	180	157
8 Teeswater	4	2	1 1	 	1 1	3 3 8	17 12 19 16 37	10 3 5	4 4 3 4	5 2 4 2 1	11 5 9	199 226 49 150 71	200 263 81 150 126
13 9 Gloucester 14 8 Fitzroy 15 10 Nepean 16 U. 3 North Gowe 17 5 Fitzroy 18 15 Osgoode 19 3 Marlborough 20 18 Osgoode 21 11 Osgoode 22 5 Goulburn 23 6 North Gower 24 Richmond 25 12 Goulburn 26 20 Osgoode 27 Grand Valley 28 Shelburne	11. 33	i i	2 2 2 2 1 1 5 3 2 3 1 2	1 1 3 1	2	$ \begin{array}{c} 4 \\ $	8 25 34 12 22 20 14 19 25 22 19 16 25 35	2 55 1 66 1 1 1 5 28	1 2 2 2	4 1 7 1 5 5	32 4 4 4 4 4 4 1 1 4 4 1 1 8 7 7	143 155 32 64 132 100 70 35 171 57 87 105 53 75 150 309	154 123 123 74 156 75 128 84 151 82 88 70 85 75 188 450
29 Chesterville 30 12 Winchester .	. 1		4 1				18 36	14 4	$\frac{2}{1}$	5	8	103 300	170 317
31 Winchester			1			1	16	10	2	18	22	230	255
32 Millbrook		1 6		1 2	1 2	2 3 1 3 12 4	13 43 11 15 12 7	12 5 2 5 4 3 10	2 4 1 1 2 1 4	4 4 2 5 1 12 15	9 12 14 18 10	170 143 152 160 165 220 68	171 168 106 177 130 110 166

SCHOOLS.—Continued.

ending 31st December, 1909.—Continued.

Equ	ipment.			Fe	es.		
	Maps, charts, globes, etc. Drawing models, etc. Total value of equipment.			Monthly fee of pupils of section.	Monthly fee of other pupils.	Basis of special county grant, if any.	Total Government grant.
1 2 3 4 5	\$ 33 16 41 34 36	\$ 26 19 15 29 48	\$ 383 561 343 388 685	\$ c.	\$ c. 1 00 25 1 00	\$200 extra	\$ c. 604 64 534 90 555 88 218 40 460 45
6	43	86	854	50c and 1 25	\$1.00 and \$1.25	\$200 extra	439 85
7	8	25	370	. 80	03	\$200 extra	279 95
8 9 10 11 12	35 43	25 38 5 17	459 570 135 317 203	50c; 75c; \$1.00		\$200 extra \$200 extra * *	280 55 245 45 166 91 190 75 310 81
13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	22	31 10 3 10 17 24 32 17	201 156 322 145 196 208 170 167 360	1 00 50 1 00 1 00	1 00 1 00 1 00 1 00 1 00	* * * * * * * * *	185 22 214 48 178 35 149 13 179 06 172 37 178 10 208 48 217 05 157 26 193 18 181 39 162 00 182 50 242 65
29 30			335 720		2 00	50% extra 50% extra	287 56 488 61
31					1 00		289 25
32 33 34 35 36 37 38	32 36 36 37 37 37 37 37 37 37 37 37 37 37 37 37	2 26 6 25 6 25 6 25 6 37 0 10	399 372 393 393 397 397 280	1 00	1 00	100% extra 100% extra 100% extra 100% extra 100% extra	215 44 243 86 194 15 281 00 226 65 245 25 377 70

^{*}Extra grant according to the needs of the School.

Statistics for the year

Inspectorate. Name of School. Post Office.

Essex South—Continued	39 4 Tilbury West	. Comber
Glengarry	40 9 South Colchester	Maxville
	44 Hanover	Hanover
Haliburton, etc Haldimand Halton	45 5 Artemesia 46 Powassan 47 10 Walpole 48 Acton	Powassan
	49 Burlington	
Hastings South Huron East	51 Tweed 52 Blyth 53 Brussels.	Tweed
Huron West	54 Exeter	Exeter
Kent East	55 5 Stephen	
	57 Bothwell	
	59 6 Orford	
Kent West	60 Thamesville	
acut irest	62 Wallaceburg	
Lambton East	63 Alvinston	. Alvinston

SCHOOLS.—Continued.

ending 31st December, 1909.—Continued.

Teachers.				Attenda	ance ar	a Clas	Sincation	JH 01 I	Attendance and Classification of Pupils.							
Names and Degrees of Teachers giving whole of time to Continuation School.	Number giving whole time.	Professional certificate.	Annual rate of salary.	Total number of pupils enrolled.	Number of boys.	Number of girls.	Number of pupils from section.	Number from other sections.	Number of other sections represented.							
Muriel G. Oakley, M.A	. 2	I	\$ 650		10	26	31	5	3							
Viva M. Hicks. Miss K. S. Mott Sarah E. Parr. R. H. Carbert. Thos. Allan Donalda McKeracher, B.A.			550 725 800 800 950 675	50 48 37 105	28 19 12 45	22 29 25 60	31 24 23 50	19 24 14 55	7 12 5 20							
Amy I. Edge		Î	600 975		14	29	34	. 9	5							
Jas. A. Magee Frances A. Mawhinney. J. E. Marcellus Angus Cameron. Mabel L. Gesner. Wm. H. Stewart	1 1 1	I I I	525 1,000 800 700 850	46 37 39	18 8 16 25	28 29 23 34	36 35 29 43	10 2 10 16	4 2 5 4							
B. Rowena Humphries		H.S.P.	$\frac{600}{1,000}$		31	40	61	10	é							
Miss E. G. Steinmetz	-	I	550 900		25	41	53	13	4							
Flossie Thompson, B.A R. J. Blake 2 A. E. Eastcott J. H. Cameron Bessie McCamus	$\begin{array}{c c} 1\\1\\2\\ \end{array}$	I	$\begin{array}{c c} 700 \\ 850 \\ 800 \\ 1,100 \\ 700 \end{array}$	55 52 90	21 25 43	34 27 47	42 25 44	13 27 46	17							
4 W. B. Weidenhammer, B.A	3	H.S.P.)	81	58	71	68								
Angus M. Johns		I		32 78	18 43	14 35	19 54	13 24	2							
B. Millington 7 James M. Cameron	2	ı İ	850	57	30	27	39	18								
Elsie M. Wise	. 2		550 850	90	31	59	67	23								
Kathleen McCallum 9 G. E. Armour				42	17	25	18	24								
O. F. Brigham O J. G. Cameron	. 2	i II	950	71	26	45	45	26	2							
Ethelwyn Belkstedt 1 A. F. Hare	- 2	1	900	30	12	18	24	6								
H. D. Hedley	. 2	2 I	1,250	83	38	45	60	23	1							
Hattie Tremeer			1,000	72	37	35	35	37	1							

						-	-		- 70			~				
			F	Attenda	nce and	d Class	sificat	ion	of P	upi	ls.—	-Con	tini	ied.		
Inspectorate.		Number of pupils in Form I (Lower School).	Number in Form II, (Lower School).	Number in Form III (Middle School).	Number in Form IV (Upper School).	Number of pupils enrolled 1st half year.	Number enrolled 2nd half year.		Sept. 1st, 1909, Form I.	Average age of latter,	Sept. 1st, 1909, Form II.	Average age of latter,	Sept. 1st, 1909, Form III.	Average age of latter,	Sept. 1st, 1909, Form IV.	Number of pupils taking agriculture or school gardening.
								у.	m.	у.	m.	y.	m.	у.	m.	
Essex S.—Cont'd.	.39	14	11	11		21	30	14	4	15	6	16	7			
Glengarry Grey East Grey South	40 41 42 43	15 21 25 26	19 24 7 36	15 3 5 43	1	33 25 21 86	37 37 16 79	14 13 14 14	5 8 3	15 14 15 15	7 4	16 15 15 16	7 7 1	• • •	• • •	
	44	18	7	18		29	33	14	1	15	3	17	2			
	45		26	4		26		15	8	16	3	18				
Haliburton, etc Haldimand Halton	46 47 48	11 25	19 14 13	$\frac{7}{30}$		26 23 43	30 16	14 13 13	 9 8	15 14 14	··· 7	16				
	49	25	19	27		45	60	13	5	14	2	15	4			
	50	15	15	36		53	46	14	1	15	4	15	6			
Hastings South Huron East	51 52 53	25	12 14 23	14 12 35	1	36 34 65	38	13 12 14	5 3 4	14 15 15	3	15 16 16	4 2 4	17		
Huron West	54	65	31	43		101	110	13	11	14	4	16	2			
Kent East	55 56		10 15	10 23		24 74		14 13		15 13		16 16	11			
	57	16	15	20	6	52	42	14		14	1	15	11	16	5	
	58	27	22	36	5	71	76	14		14	5	16	3	15	2	
	59	12	11	18	1	25	36	13	9	14	1	15	4	19		
	60	25	24	18	4	51	48	14	5	15	3	16	11	17	6	
Kent West	61	13	10	7		24	24	13	4	13	8	15				
	62	33	20	30		51	. 68	13	11	15	1	15	10			
Lambton East	68	3 28	26	18	• • • • • •	50	60	13	11	14	11	16	5			

SCHOOLS.—Continued.

ending 31st December, 1903.—Continued.

			Exau	nination	Result	S.		
Name of School.	Candidates for Normal School Entrance.	Number that passed.	Number that obtained honours.	Number presenting themselves at Normal Schools in Sept., 1909.	Number admitted to Normal Schools.	Candidates for Junior Matriculation.	Number that passed.	Number that obtained honours.
39 4 Tilbury, West	3	2	1			2	2	
40 9 South Colchester 41 Maxville 42 Thornbury	6 1 2 22	3 1	. ,		1	7 i	4	
43 Durham	7	3		. 1	1	3	3	
45 5 Artemesia	5 4	$ \begin{array}{c} $				5	 3	• • • • • • • • • • • • • • • • • • • •
49 Burlington	6	1 3		1	1	6 2		
51 Tweed	8 9 11	$\begin{array}{c} 1\\4\\10\end{array}$		5	1 1	5		1
54 Exeter	15	6		2	3 2	16	7	
55 5 Stephen	11	1 4				5 9 3	2 5	
57 Bothwell	8	5		1		6	2	
58 Dresden	10		3		1 1	2	2	2
59 6 Orford					$oldsymbol{i}_{[}$	2	1	
61 Tilbury						. 2	1	
62 Wallaceburg			ı	1		. 2	1	L
63 Alvinston		7	4	1	1	. 1		L

	I	estir	ation	of F	upils	s.	Oc	eupat:	ion of	Paren	ts.	Va	lue of
Name of School.	Agriculture, etc.	Mercantile life.	Teaching.	Other professions.	Mechanical occupations.	Other pursuits.	Agriculture, etc.	Mercantile life.	Professional.	Mechanical occupations.	Other pursuits,	Library.	Scientific apparatus.
39 4 Tilbury, West .					1	8	18	6.	3	4	5	\$ 85	\$ 183
40 9 South Colchester. 41 Maxville 42 Thornbury 43 Durham	$\begin{bmatrix} 6 \\ 5 \\ \cdots \\ 1 \end{bmatrix}$	2	2	 2	 1 2	3 4 3	25 23 10 51	13 7 5 11	3 6 8	4 2 2 7	5 10 20 28	142 150 75 312	130 200 132 353
44 Hanover	1	2	1	3		3	13	15	3	8	4	302	301
45 5 Artemesia 46 Powassan 47 10 Walpole 48 Acton	4 i	1 1 i			1 i	$\begin{array}{c} 1\\1\\7\\7\end{array}$	25 3 16 21	4 3 8 6	1 1 5	2 9 7 9	14 21 3 23	174 49 153 223	156 107 172 165
49 Burlington		2		4			22	14	9	7	19	60	175
50 Milton	2	4	4	2		4	18	8	6	5	29	300	300
51 Tweed 52 Blyth 53 Brussels	3 8	₃	3 2	$egin{pmatrix} 2 \\ \vdots \\ 1 \end{pmatrix}$	$\frac{2}{2}$	4 2	14 26 26	15 3 7	9 2 2	10 5 10	7 16 45	156 120 300	201 125 300
54 Exeter	2	5	3	3	3	1	44	23	6	20	46	398	315
55 5 Stephen 56 Blenheim	1	$\frac{1}{2}$	····i	 5		2 8	20 20	2 6	1 8	2 20	7 24	90 125	126 250
57 Bothwell	2	5			5	5	21	10	4	20	2	180	101
58 Dresden	5	2				7	31	19	3	16	21	150	216
59 6 Orford			1	• • • •		5	18	10		4	10	154	166
60 Thamesville		3	2			18	29	14	2	2	24	151	176
61 Tilbury	2	1			3		13	7	5	2	3	153	168
62 Wallaceburg	5	3			7	4	22	14	10	25	12	278	285
63 Alvinston	6			1		4	30	11	2	5	24	164	230

SCHOOLS.—Continued.

ending 31st December, 1909.—Continued.

Equip	oment.			Fee	S.		
	Maps, charts, globes, etc.	Drawing models.	Total value of equipment.	Monthly fees of pupils of section.	Monthly fees of other pupils.	Basis of special county grant, if any.	Total Government grant.
39	\$ 22	\$ 10	\$ 300	\$ c.	\$ c.		\$ c. 315 95
40 41 42 43	90 50	77 13 12 55	349 363 309 770	50 50 50e; 75e; \$1,00	1 00 1 00 50 1 00	50% extra 50% extra 50% extra	211 80 250 00 213 80 539 03
44	52	52	707	1 00	1 00	50% extra	431 40
45 46 47 48	25 50 25 28	24 25 28 20	231 378	1 00	80 1 50 50 70		107 76 225 05 232 19 406 65
49	20	10	265	1 00	1 00		376 82
50 51 52 53	80 32 25 60 74	25	414 270 710	70c if language taken	\$1.00 if language taken 1 50 75 1 00	100% extra 100% extra	458 20 232 16 125 50 489 95 617 34
54	19		235	1 00	1 00 1 00	100% extra	†94 60 463 55
56	38 32				1 00		426 59
57 58	56 56						453 59
59	16				75	j	356 22
60	68	5 28	8 420	1 00			413 40
61	24	2	370	1 00	1 00)	275 70
62	3(2			1 00		598 02
63	25	5 2	5 444	after 1st yr. \$1.00	1 00	\$100 extra	457 95

⁺ Fifth Class grant.

Statistics for the year

Inspectorate, Name of School.

Post Office.

Lanark			
Leeds & Grenville, No. 1	Lambton East—Con	64 Oil Springs	Oil Springs
Comparison	Lanark	5 Lanark. 66 4 Pakenham.	Lanark Pakenham
73 13 Ernesttown. Odessa 74 1 Amherst Island Stella	Leeds & Grenville, No. 1 Leeds & Grenville. No. 3	68 Westport	Westport
77 2 Assiginack	Lennox & Addington Manitoulin, etc	73 13 Ernesttown	Odessa Stella
Northumberland. 82 2 Percy Warkworth Ontario North. 83 Cannington 84 Beaverton Cannington Beaverton Ontario South. 85 15 Pickering Claremont Norwich. Oxford. 86 Norwich. Norwich. 87 24 Blenheim. Plattsville. 88 U 21 Blenheim. Princeton. 89 Tavistock. Tavistock. Parry Sound West. 90 Burk's Falls. 91 Parry Sound. Parry Sound. Peel. 92 Bolton. Bolton. Peterborough. 93 4 Ennismore Ennismore 94 Havelock. Havelock.	Muskoka	77 2 Assiginack 78 1 St. Joseph. 79 U. 16 Caradoc. 80 Huntsville.	Manitowaning. Richard's Landing. Melbourne Huntsville.
Ontario North 83 Cannington 84 Beaverton Cannington Beaverton Ontario South 85 15 Pickering Claremont Oxford Oxford 86 Norwich Norwich 87 24 Blenheim Plattsville 88 U 21 Blenheim Princeton 89 Tavistock Tavistock Parry Sound West 90 Burk's Falls 91 Parry Sound Parry Sound Peel 92 Bolton Peterborough 93 4 Ennismore Havelock Havelock	Nipissing		
84 Beaverton Beaverton Ontario South. 85 15 Pickering. Claremont. Oxford 86 Norwich. Norwich. 87 24 Blenheim. Plattsville. 88 U 21 Blenheim. Princeton. 89 Tavistock. Tavistock. Parry Sound West 90 Burk's Falls. 91 Parry Sound. Parry Sound. Peel. 92 Bolton. Peterborough 93 4 Ennismore Havelock Havelock	Northumberland		
Oxford 86 Norwich Norwich 87 24 Blenheim Plattsville 88 U 21 Blenheim Princeton 89 Tavistock Tavistock Parry Sound West 90 Burk's Falls 91 Parry Sound Parry Sound Peel 92 Bolton Peterborough 93 4 Ennismore Havelock Havelock	Ontario North	83 Cannington	Cannington
Section		85 15 Pickering	Claremont
Peterborough 93 4 Ennismore Ennismore Havelock Havelock	Parry Sound West	88 U 21 Blenheim	Princeton. Tavistock. Burk's Falls.
95 Lakefield Lakefield		93 4 Ennismore	Ennismore
		95 Lakefield	Lakefield

CHOOLS.—Continued.

nding 31st December, 1909.—Continued.

	Teachers.				Attend	ance ar	nd Clas	sification	on of P	upils.
	Names and Degrees of Teachers giving whole of time to Continuation School.	Number giving whole time.	Professional certificate.	Annual rate of salary.	Total number of pupils enrolled.	Number of boys.	Number of girls.	Number of pupils from section.	Number from other sections.	Number of other sections represented.
4	Frank A. McEwen	2	Ţ	\$ 950	53	15	38	32	21	11
56	Helen Eshelby R. Beatty Mina A. Ellis, B.A.	1 2	I II I	550 650 850	74 70	29 29	45 41	40 37	34 33	14
57 58 59 70 71		1 1 1 1 1 2	I I I I I	550 600 900 750 1,000 750	22 32 17 54 41	7 9 10 26 18	15 23 7 28 23	17 25 8 30 32	5 7 9 24 9	5 5 6 6 5
74	Lewis S. Beattie	1 1 1 2		700 500 800	41 29 14 71	13 15 4 23	28 14 10 48	25 19 6 51	16 10 8 20	9 4 4 6
76 77 78 79	A. K. E. Kenyon Ida Norton W. G. Robinson	1 1 1 1 1 2	I II I	600 675 720 600 1,100	23 18 17 30 81	10 2 4 13 25	13 16 13 17 56	22 15 16 13 64	1 3 1 17 17	1 3 1 5 5
81	Miss L. J. Edmunds D. S. Wright	2	7	1,100	31	16	15	2 9	2	2
82	C. Lillie Maclennan, B.A Thorhilda DeMille Wm. S. Geddes	2	I	700	52	25	27	24	28	13
83 84	Ethel Good	1 2	I	600 750	62 47	28 24	34 23	30 35	32 12	11 5
85 86		1 2	I	800 850	26 62	15 25	11 37	12 36	14 26	4 6
87 88 89 90	Eunice E. Mastin, B.A David Hicks, B.A Jean Burchill	1 1 1 1 2]	800 700 800 800	45 31 36 45		29 18 20 27	33 22 34 35	12 9 2 10	6 4 1 8
91	Mildred Adam	3		1,350	94	22	72	80	14	3
92 93 94	Fannie M. Simpson	1 1 2		750 $1,000$ 875 800	33 59 33	31	16 28 14	16 18	17 41 33	6 10 2
	D. J. Cooke, B.A	2		600 950 475	54	28	26	45	9	4

Attendance and Classification of Pupils.—Con.													
				Atte	ndance	and C	lassif	ication	of Pupi	ls.—Cor	1.		
Inspectorate.		Number of pupils in Form I (Lower School).	Number in Form II (Lower School).	Number in Form III (Middle School).	Number in Form IV (Upper School).	Number of pupils enrolled 1st half year.	Number enrolled 2nd half year.	Average age of latter, Sept. 1st, 1909. Form I.	Average age of latter, Sept. 1st, 1909, Form II.	Average age of latter, Sept. 1st, 1909, Form III.	Average age of latter, Sept. 1st, 1909, Form IV.	Number of pupils taking agriculture or school gardening.	
Lambton East—Con	n. 64	23	14	16		34	39	у. m 14					
	65 66		12 18	39 24		47 48		14 13	15 14	2 16 1 15 5		•••••	
	67 68		10 3			12 18			1 14 9 2 15 5				
	69 70 71	23	10 15 12	16		40 28			8 15 8 9 15 4 . 15				
	72 73 74 75	10 5		10		32 17 11 50	29 14	13	1 14 9 4 15 5 1 13 5	$\begin{bmatrix} 15 & 1 \\ 5 & 14 & \dots \end{bmatrix}$			
	76 77 78	9	2	12 11		12	···i9	i4 · ·	8 14 6 14		5		
	78 79 80	4	10	16		25 55	24	12	9 14 4	1 15 6			
Nipissing	81	18	6	6	1	15	23	14	6 16	15	16		
Northumberland.	82	16	26	10		42	37	13	4 16	3 16 6			
Ontario North	83 84					45 35		13 15		3 16 2 3 16			
	85 86					20 45		13 14	8 14 3 15	i			
Parry Sound W	87 88 89 90	6 7	6 5	19 24		35 25 26 36	5 20 5 21	14 15	9 14 10 14 10 15 2 15	. 15	3		
	91		21	26		51	56	14	15	9 16 7	7		
Peel Peterborough	92 93 94	3 25		3 26		24 37 20	7 49	13	9 15 8 14 14	5 16 1	b		
	95	20	34	J]	38	54	14	. 15	7			

HOOLS.—Continued.

ding 31st December, 1909.—Continued.

					F	Cxa	ım	ina	tion	Re	sult	ts.			
	Name of School.	Candidates for Normal Schooi Entrance.	Number that passed.		Number that	obtained honours.		Number presenting	Schools in Sept., 1909.	Number admitted to	Normal Schools.	Candidates for Junior Matriculation.	Massaches that managed	Number that passed.	Number that obtained honours.
4	Oil Springs	12		1			• •				• • •	• • • • •			
5 6	Lanark	8 7		14		••	3	• • •		0 0 -0,		. (5	4	
8	9 Leeds and Lansdowne Westport	2					• •	• • •	• • • •		• • •	6	2	i	
1	17 Augusta	4		3	• • • •	• •	• •		• • • •		• • •		• • • •	• • • • •	
2 3 4 75	Bath	6 1 9					• • • • • • • • • • • • • • • • • • • •	• • •	• • • •			0 0 0 0 0	4		
76 77 78 79	Little Current 2 Assiginack 1 St. Joseph U. 16 Caradoc Huntsville	1 5		1 2 5	• • • •	• • •	•••		1		····i		4		3
	New Liskeard		1				•-•						5	4	
32	2 Percy	11		3	• • •	• • •	• •		2		1		5		2
83 84	Cannington Beaverton	9		3	• • •	• • •			• • • •		• • • •		8		
85 86	15 Pickering Norwich	10		2		• • •			• • • •	1			• • • •		
88 89	24 Blenheim)	4 3 4 1						1]		5		1
	Burk's Falls Parry Sound		3	200					• • • •		• • • •		5		5
93	Bolton 4 Ennismore Havelock		5	1		• • •			• • •	i	• • • •		3		1
	Lakefield										,				

	D	estin	ation	of F	upiis	3.	Oe	cupati	ion of	Paren	ts.	Va	lue of
Name of School.	Agriculture, etc.	Mercantile life.	Teaching.	Other professions.	Mechanical occupations.	Other pursuits.	Agriculture, etc.	Mercantile life.	Professional.	Mechanical occupations.	Other pursuits.	Library.	Scientific apparatus.
64 Oil Springs	1		3			9	22	3	1	16	11	\$ 156	\$ 261
65 Lanark 66 4 Pakenham	3 13						34 58	7 4	2 4	16 2	15 2		31 69
67 9 Leeds & Lansdowne	6			2	• • • •	₂	5 6 13 28	4 5 2 3 7	6 3	5 1 5 9	13 16 1 12 14	198 50 86	154 130 153
72 Bath	4 i	2			···· <u>2</u>	5 1	12 22 11 32	8 2 15	1 1	8 5 i1	7 1 8	163 104 5 97	130 150 28 153
76 Little Current 77 2 Assiginack 78 1 St. Joseph 79 U. 16 Caradoc 80 Huntsville	1	i	$\begin{array}{c} 2 \\ \cdots \\ 1 \end{array}$	i		2 2 2 3	1 7 9 21 13	9 3 3 1 15	<u>1</u>	6 3 4 15	7 8 1 1 31	11 5 47 118 232	
81 New Liskeard				5	2	1	3	2	4	6	16	176	250
82 2 Percy	2	1	1			2	28	2	2	19	1	246	153
83 Cannington 84 Beaverton	5			1		5	33 11	11 4	4 12	7 8	7 12	165 150	125 56
85 15 Pickering 86 Norwich	1			···i		3 7	20 30	1 13	1 3	4	12	230 225	219 100
87 24 Blenheim 88 U. 21 Blenheim 89 Tavistock 90 Burk's Falls	3 2		1			6 7 5 7	17 21 10 13	6 1 6 4	1	11 6 8	7 8 11 17	80 200 150 151	71 196 150 247
91 Parry Sound	• • • •			1	1	2	12	8	4	60	10	338	350
92 Bolton 93 4 Ennismore 94 Havelock	1 11		1	• • • •	••••	10	22 58 9	<u>5</u>		1 18	5	160 153 60	287 180 150
95 Lakefield	1	4				5	10	4	6	21	13	215	163

CHOOLS.—Con'inued.

nding 31st December, 1909.—Continued.

Equi	pment.		*.	. Fe	es.		
	Maps, charts, globes, etc.	Drawing models.	Total value of equipment.	Monthly fee of pupils of section.	Monthly fee of other pupils.	Basis of special county grant, if any.	Total Government grant.
64	\$ 25	\$ 25	\$ 467	\$ c. 50	\$ c. 1 00	\$ c.	\$ c. 453 33
65 66	37 47	5 5		1 00	1 00 1 00	S	196 48 395 33
67 68 69 70 71	32 25 35 29 25	13 31 15 25 12	408 230 293	\$2.00 except F. I	2 00 50 2 00 1 00 50	\$100 extra \$50 extra \$100 "	+56 20 250 82 +63 02 246 64 337 53
72 73 74 75	50 25	25		4 00	50 50 4 00 1 00	\$100 extra \$100 " \$100 "	265 18 +58 56 122 46 816 64
76 77 78 79 80	12 7 29 46	18	103 312	50	1 00 80 F's. I & II, 75c; F. III, \$1.00		398 36 380 30 300 00 +65 68 960 54
81	27	27	480)	III, \$1.00 75		1,085 36
82	30	17	446		75c; \$1.05; \$1.50		219 50
83 84	28 2 40			$\frac{1}{1} \frac{00}{00}$	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	\$100 extra \$100 "	†159 66 ‡177 31
85 86	25 15				1 00		245 25 404 45
87 88 89 90	22 11 21	2 2	9 425 5 340	50	1 00		250 37 228 13 246 75 476 18
91	77	5	9 824	1	50)	1,481 20
92 93 94	65 20 33	0 1		3 1 00	1 25	\$200 extra	233 63 247 04 230 30
95	6	0 4	0 478	8		•••••	284 75
		-		0.0 13.1 4 9.7	O 20 sere a maid on a I	rifth Class grant	

[†] Fifth Class grant. ‡ Of this amount, \$78.39 was paid as a Fifth Class grant.

Inspectorate.		Name of School.	Post Office.
Prescott and Russell Rainy River and Thunder Bay	97	2 Russell	Keewatin
Simcoe, East	$100 \\ 101 \\ 102 \\ 103$	Cobden Eganville Coldwater Creemore 5 Flos Alliston	Creemore
	1 06	Beeton	Cookstown
	108	Stayner Tottenham	Tottenham
Victoria, East	110 111 112	Finch	Finch Bobcageon Fenelon Falls
Welland	115 116 117	Elmira New Hamburg Bridgeburg 11 Bertie. Palmerston	Bridgeburg
Wellington, South	120	Erin Macdonald Consolidated Drayton	ErinGuelphDrayton
York, North		13 East Gwillimbury	
York, South	124	14 King Stouffville Woodbridge	Stouffville
R.C. Separate Schools	126 127	Amherstburg Eganville Westport	Amherstburg
Totals			3

SCHOOLS.—Continued.

ending 31st December, 1909.—Continued.

	Teachers.	1	Attenda	ance an	a Class	sificatio	on of P	upils.		
		1				. [01000		I OI I	
N	Tames and Degrees of Teachers giving whole of time to Continuation School.	Number giving whole time.	Professional certificate.	Annual rate of salary.	Total number of pupils enrolled.	Number of boys.	Number of girls.	Number of pupils from section.	Number from other sections.	Number of other sections represented.
97	Agnes Lillian File Duncan M. Christie Wm. Robeson, B.A	1 1 2	- 1 I I	$\begin{array}{c} \$ \\ 650 \\ 1,050 \\ 1,200 \end{array}$	28 27 28	16 8 10	12 19 18	27 27 25	3	<u>1</u>
99	Nellie L. AndersonAnnie Elizabeth Bates Duncan R. Harrison N, Willison	1 1 1	I II I	600 700 700 850	36 42 28	20 19 6	16 23 22	20 33 22	16 9 6	10 6 5
102 103 104	Edw. M. H. Ward Wm. S. Giffen Hugh Davidson, B.A. Winifred Bell	1 1 3	I I I	900 900 1,400 650	39 30 146	17 11 74	22 19 72	35 25 71	4 5 75	4 4 13
105	Nellie F. Allan	2	I	550 750	66	34	32	34	32	8
106	Christina Morton Douglas R. Fletcher Maude M. Kitto	··· <u>·</u> 2	I	$ \begin{array}{r} 500 \\ 1,000 \\ 550 \end{array} $	48	19	29	36	12	5
107	Geo. W. Bunton	2	I	850 5 5 0	86	43	43	51	35	10
[08]	Pearl Z. Baker	2	Ţ	800	63	31	32	27	36	7
109	Margaret H. Abel Mary H. Rutherford	2	Ī	550 700	35	17	18	21	14	7
110 111 112 113	Eunice Armstrong Mame Dwyer John M. Simpson A. A. Cameron S. Shannon, B.A M. J. Hodgins	1 1 1 3		525 600 700 1,000 1,200 600	19 26 51 98	7 11 25 27	-12 15 26 71	16 19 37 69	3 7 14 29	2 4 4 25
114 115 116 117	O. Hope Dufton. Jas. Corrigill. Jas. M. Smith Albert W. Reavley, B.A. Arthur M. Woodley. Chas. Cameron	1 1 1 1 2	H.S.P.	550 800 900 1,200 1,000	26 28 44 25 70	13 18 18 10 24	13 10 26 15 46	24 22 40 15 59	$\begin{array}{c} 2 \\ 6 \\ 4 \\ 10 \\ 11 \end{array}$	2 3 4 4
119 120 121	Maud F. Sinclair Joseph C. Clark, B.A. Minnie A. Whyte Wm. W. Scott	1 1 1 2	I I I Į	500 750 600 1,000	32 27 110	14 9 44	18 18 66	20 19 67	12 8 43	3 4 22
122	Jean G. Reid, B.A Fred. Schooley	2	I	500 800	64	28	36	29	35	12
12 3	Elva Gould	$\frac{1}{2}$	I	900	22 45	$\frac{10}{25}$	$\frac{12}{20}$	15 32	7 - 13	3 6
125	Jean M. Steele	2	Ī	500 650	37	14	23	22	15	7
126	Clara Hulse	2	II	550 400 250	46	11	35	27	19	3
	Sister M. Teresa Sister Ernestine Sister St. Andrew	1 1	II II II	$\begin{bmatrix} 250 \\ 700 \\ 400 \end{bmatrix}$	34	7 12	27 21	26 26	8 7	7 5
		185		*	5,866	2,494	.3,372	3,841	2,025	792

^{*}Average salary, Principal, \$828; average salary, Assistant, \$592.

Attendance and Classification of Pupils.														ar		
			Att	endar	nce and	Clas	sific	eatio	n o	f Pu	pils					
Inspectorate.	Number of pupils in Form I (Lower School).	Number in Form II (Lower School).	Number in Form III (Middle School),	Number in Form IV (Upper School).	Number of pupils enrolled 1st half year.	Number enrolled 2nd half year.	Average age of	1909, Form I.	Average age of	1909, Form II.	Average age of	1909, Form III.	Average age of	1909, Form IV.	Number of pupils taking agriculture	or school gardening.
Prescott & Russell 96 Rainy River and 97 Thunder Bay. 98	17 10 7	9 10 9	2 7 12		19 19 21	28 14 16	y. 14 14 15	8 4	y. 16 16 15	m. 3 4	y. 18 16 16	m. 4 8	у.	m.		
Renfrew	16 10 16	15 19 10 16 9 48	7 7 8 7 51	4	31 29 25 28 20 110	21 30 28 27 22 99	13 15 15 12 14 14	6 5 4	15 16 16 14 14 16	5 8 3 4 4 7	17 17 16 15 	1 2	• • •	• • •		12
105	20	16	30		54	47	13		15	1	16					7
106	15	. 13	20		43	39	13	10	14	- 9	16	8	• • •	. :		
107	36	26	24		60	60	13	4	14	7	15	7	• • •			
108	25	17	21		46	51	14	1	15	-5	16	8			• • • •	
Stormont 109	15	10	10		24	29	13	5	14	6	14	9				
Victoria, East 111 Victoria, West & 112 Muskoka, S.E. 113	2 23	9 13 11 25	11 17 21	4	11 23 31 73	34	14	5 6 2 5	16 16 15 15		16 16 17	8	··· is			• • •
Waterloo, No. 1. 114 Waterloo, No. 2. 115 Welland 116 117 Wellington, N 118	13 12 5	3 32 19 14	12 12 1 22		15 16 33 20 60	20 26 19	14 14 13	8 3	14 14 15 15 14	3 1 10 2 7	16 18 18 16	11 7 9	• • •			
Wellington, S 119		10 8	9		22 18		13 13		14 14	2 8	16			• • •		27
York, North 121		20 17	47 17		80 48		14 13	7 8	15 16	1 5	16 17	8				
York, South 124		5 7	8		13		13 14					9				
128	13	10	14		25	25	13	4	14	4	15	6				
R.C. Sep. Sch 126	26	7	13		28	36	14	10	15	9	16	5				
127 128		12 6			24 25			1 6	15 16		15 17	10 4				34
Totals	2,254	1,701	1,884	27	4,164	4400										192

CHOOLS.—Continued.

ading 31st December, 1909.—Continued.

				Exami	nation	Results	·		
	Name of Schools.	Candidates for Normal School entrance.	Number that passed.	Number that obtained honours.	Number presenting themselves at Normal Schools in Sept., 1909.	Number admitted to Normal Schools.	Candidates for Junior Matriculation.	Number that passed.	Number that obtained honours.
97	Russell	7 2	3	1				* * * * * * * * * * * * * * * * * * * *	
	CobdenEganvilleColdwaterCreemore			<u>1</u>			<u>ż</u>	2 1	• • • • • • • • • • • • • • • • • • • •
02 103 104	Creemore	19	2	1	i	i	8	2	• • • • • • • •
105	Beeton	10	5	* 3			8	- 4	
.06	5 Essa	10	. 2		2	2	1		
107	Stayner		• • • • • • •		• • • • •		• • • • •		
108	Tottenham	8	. 3	1	• • • • •		3	2	
	14 Roxborough				• • • • •	• • • • • •			
110 111 112 113	Finch	8 2 14	1 1 3		<u>1</u>	. 1 1	2	1 1 2	
115 116 117	Elmira New Hamburg Bridgeburg 11 Bertie Palmerston		i i	i			3 9	3	1
	Erin	5		· . 1					
122	Drayton	13	2		i	1	6 ;1		
	14 King Stouffville	• • • • • • • •			• • • • •	• • • • •			
125	Woodbridge						2	2	
126	Amherstburg	. 3	2		3	2			
	Eganville	9	3	1	9	9	2		
	Totals	609	206	44	63	47	269	129	8

CONTINUATION

Statistics for the year

Statistics for the year													
	D	estin	ation	of P	Pupils	ş.	Oe	cupati	ion of	Paren	ts.	V	alue of
Name of School.	Agriculture, ete.	Mercantile life.	Teaching.	Other professions.	Mechanical occupations.	Other pursuits.	Agriculture, etc.	Mercantile life.	Professions.	Mechanical occupations.	Other pursuits.	Library.	Scientific apparatus.
96 2 Russell	3	i	i	2	2 3	3	17	2	3			84	172
99 Cobden	₂ ₂ ₁₅	4 2 1 1 3	1 1 2 8	1 1 2	3	5 4 1 5	18 11 10 9 9 75	13 4 12 7	1 1 1	1 11 2 1 8 15	11 3 11 16 5 21	20 154 150	189 204 50
105 Beeton	7	4	2		1	6	39	15	3	6	3	161	271
106 5 Essa	4	3	- 2	1		3	32	8	• • • • •	5	3	155	340
107 Stayner	9	3				14	41	18	6	6	15	155	290
108 Tottenham	1		3	1	2		37	7	4	7	. 8	300	300
109 14 Roxborough	1	1		2		3	22	6	1	1	5	154	182
110 Finch	3 2 2 2	 2 1	 1 3	₃	1 -	4	10 10	$\frac{1}{6}$		15	4 7 16 35		75 137
114 Elmira	3 1 1 1	3 6 1	1	2	1 9		6 8 2 9 12	3 17 7	5 1 1	19 5	5 3	160 34 67	156 237 134
119 Erin 120 Macdonald Consoli-	4	2	3	1			13	5	1	5	8	111	132
dated	9	1		2	2	2 2 3	60			15	-	1	386
123 14 King	4	• • • •	• • • •			8	9		1 3		8 7		
125 Woodbridge	5	1				1	15	6	1		15	96	116
126 Amherstburg		4	5	1	1		18	5	3	8	12	200	608
127 Eganville 128 Westport		• • • •	3			5	13 17				8 2		
Totals	279	166	163	86	86	413	2,478	855	343	889	1,301	19,201	23,205

CHOOLS.—Concluded.

iding 31st December, 1909.—Concluded.

			1						• 1		
qui	pment.			:		Fee	es.			rant,	,
	Maps, charts, globes, etc.	Drawing models.	Total value of equipment.		Monthly fee of pupils of Section.			Monthly fee of other pupils.		Basis of special county grant, if any.	Total Government grant.
96 97 98	\$ 49 71 35	\$ 63 35 20	\$ 256 362 484			\$ c. 1 00		• • • • •	\$ c. 1 00		\$ c. 189 82 671 16 699 34
99 00 01 02 03 04	44 25 7 93 42		186 513 394 378 248 827			1 00			2 00 1 00 1 00 1 00 60 1 50		191 30 †152 50 252 80 214 83 245 25 515 22
05	48	25	505		٠.	1 00			1 00		437 06
06	, 35	28	558			75			75		448 13
07	35	24	504			50			1 00		396 77
.08	50	50	700	F's II	& III \$1	L.00		,	1 00		391 30
.09	32	38	406			60			60	50% extra.	219 70
110 111 112 113	42 20 30 51	3 25	403 135 344 838			1 00			1 00 1 00 1 00 1 00		195 11 +124 34 296 23 1,086 66
114 115 116 117	25 26 5 30	28 11 28	370 282 234				• • • • •		50 1 00 1 00 50		215 21 247 60 251 98 268 00 429 17
119	28	25	291			50			50	\$150 extra.	237 95
120 121 122	59 60 10	16	799	FII 5	0c; F III	\$1.00 1 00	••••	• • • •	1 00		187 87 483 00 361 98
123 124	42 24				& III \$	$1.00 \\ 1 00$		500	e; 1 00 1 00	, , , , , , , , , , , , , , , ,	235 13
12 5	20	11	248	3		1 00			1 00)	‡250 41
12 6	55	25	888						1 00)	227 45
127 128	28 38								50)	225 05 144 64
	3,80	1 3,048	3 49,250)		• • • • •	• • • •				41,125 56
							AFO /	0.0	:-	a a Fifth Class of	ant

[‡]Of this amount, \$50.00 was paid as a Fifth Class grant. + Fifth Class grant.

LIST OF CONTINUATION SCHOOLS, ARRANGED ALPHABETICALLY, ACCORDING TO POST OFFICES.

Acton. Alliston. Alvinston. Amherstburg, Public School. Amherstburg, Separate School. Ashton. Avonmore. Bath. Beaverton. Beeton. Belmont. Blenheim. Blind River. Blyth. . Bobcaygeon. Bolton. Bothwell. Bowesville. Bracebridge. Bruce Mines. Brussels. Burk's Falls. Burlington. Bridgeburg. Cannington. Carp. Chesterville. Claremont. Cobden. Coldwater. Comber. Cookstown. Crediton. Creemore. Cumming's Bridge. Drayton. Dresden. Durham. Eganville, Public School. Eganville, Separate School. Elmira. Elmvale Ennismore. Erin. Exeter. Fenelon Falls. Finch. Fitzroy. Flesherton. Fort Frances. Gore Bay. Grand Valley. Guelph. Hanover. Harrow. Havelock. Highgate. Huntsville. Jarvis.

Jockvale

Keewatin.

Kenmore.

Kinburn.

Kars.

Lakefield. Lanark. Lansdowne. Little Current. Lucknow. Malakoff. Manotick. Manitowaning. Maxville. Melbourne. Metcalfe. Merrickville. Millbrook. Milton. Morewood. Mount Albert. Munster. New Hamburg. New Liskeard. North Augusta. North Gower. Norwich. Odessa. Oil Springs. Paisley. Pakenham. Palmerston. Parry Sound. Plattsville. Port Burwell. Powassan. Princeton. Richard's Landing. Richmond. Ridgeway. Ripley. Rodney. Russell. Schomberg. Shelburne. Southampton. Spencerville. Springfield. Stayner. Stella. St. George. Stittsville. Stouffville. Tavistock. Teeswater. Thamesville. Thessalon. Thornbury. Tilbury. Tottenham. Tweed. Vernon. Wallaceburg. Warkworth. West Lorne. Westport, Separate School. Westport, Public School, Winchester.

Woodbridge.

APPENDIX K-REPORT OF THE LIBRARIAN OF THE DEPARTMENT OF EDUCATION.

To the Hon. R. A. Pyne, M.D., LL.D., M.P.P., Minister of Education for the Province of Ontario:

SIR,—I have the honour to submit herewith the Report of the Library of the

Department of Education for the year 1909.

Table "A." The great falling off in the number of books loaned in 1909 as compared with 1908 requires a few words of explanation. (1) By the Regulations of the Department, Professional Libraries were established in each of the Normal Schools in the Fall of 1908. The reading of at least six books was made obligatory on the part of each of the students, which left very little time for general literature, and this had its influence in the number of books loaned during 1909. (2) In 1908 the students of the Faculty of Education made an exceptionally heavy draft upon the section of the Library devoted to the Science of Education, which was not repeated in 1909, as in that year the University Library was in a position to furnish the students of this Faculty with the necessary reference books. (3) The reason for the great disparity in the figures for the months of September and October is that the Normal School students did not begin to teach until towards the end of October, and it is of course in connection with their teaching lessons that they need to consult and borrow so many books.

Table "B" shows that a considerable number of books have been added to those on "Fiction and Practical Life." Most of the books, however, under this head deal with practical life, as will be seen by a reference to the subjoined list of titles. A large addition had to be made to our stock of Text Books in consequence of having to supply a greater number of students, and of restoring books

that were badly worn by long-continued use.

Table "C." Very few text-books and books of a miscellaneous character have

been donated during the year; the excess over 1908 has been trifling.

Table "D." There has been an addition of only three newspapers and two periodicals on our subscription list for the past year.

Table "E." The number of books and magazines bound during the year is

almost identical with that of 1908.

Table "F." It is a matter of regret that owing to the removal of one of my assistants to another branch of the Department for the greater part of the year, it was found impossible to keep a record of the number of persons making use of the

Library.

Without wishing to be too importunate I would venture again to call your attention to the absolute need that exists for a remodelling of the Library with a view to securing not only more shelf room for the books, but shelving that will make the books more accessible to the public than they are at present. The titles of books on the upper shelves of the cases cannot be read without scaling ladders which have to be carried from place to place, and it is difficult to imagine anything more inconvenient or unpleasant in connection with the work of the Library than this. If a remedy could be found it would be an incomparable boon and would be much appreciated by all concerned.

Respectfully submitted,

HENRY R. ALLEY, Librarian.

Department of Education, Toronto, January, 1910.

Table "A."

Number of Books loaned, 1900-1909.

Books given out in the month of—	1900	1901	1902	1903	1904	1905	1906	1907	1908	19	909
Tonuony	526	518	542	587	673	646	714	787	850		40
January	948	1.124	959	1,036	970	848	877	831	883	1	.18
February March	1.454	1.563	1.084	1,538	978	777	1,042		1.062		.26
April	766	997	1,187	899	854	497	578	691	661	1	46
May	911	867	832	901	738	723	853		756		80
June	540	576	510	591	482	317	319		388		31
July	231	317	336	168	220	296	344	176	227		25
August	224	176	233	152	259	260	203	124	120		5
September	432	411	538	476	378	446	401	388	312		11
October	1,312	1,058	958	761	776	661	616	805	1.011		35
November	1,229	1.014	1.158	687	900	962	776	1.045	1,236	1	.27
December	547	516	535	600	480	475	485		707	_	24
Totals	9,120	9,137	8,872	8,396	7,708	6,908	7,208	7,098	8,213	6	,76

TABLE "B."

The number of Books Purchased in 1904-1909 was as follows. (A list, in detail for 1909, will be found at the end of this Report.)

Subjects.	1904	1905	1906	1907	1908	1909
Pedagogics	24 13 79 92	30 32 13 66 5 37 70	22 17 18 30 16 198 11	78 11 37 21 35 42 29	126 59 46 26 20 33 44	14 5 3 2 4 8 7
Music and Elocution Text-Books. Natural History and Nature Study Arts (Sculpture, Architecture, etc.)	37 20 15 84 409	84 25 5 119 486	70 28 19 119 548	60 39 29 260 641	53 21 22 166 616	13 6 1 17 88

TABLE "C."

Table showing number of Books donated to the Library during the years 1902-1909.

	1902	1903	1904	1905	1906	1907	1908	1909
Text-Books	41 54	144 95	349 16	95 37	326 177	25 42	13 32	11
Totals	95	239	365	132	503	67	45	62

Table "D."

Newspapers and Magazines Received during the years 1904-1909.

	1904	1905	1906	1907	1908	1909
Number of daily and weekly newspapers received Number of magazines and other periodicals received.	109 94	126 98	90 102	87 101	89 107	92 109
Totals	203	224	192	188	196	201

Table "E."

Books, Magazines, etc., bound during the years 1897-1909.

1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909
99	90	94	37	83	71	4	81	45	217	58	148	149

Table "F."

Visitors Consulting Reference Books.

37 x x x	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	Total.
1907	611	72 9	691	848	833	517	57 9	768	1,019	1,056	1,052	356	9,059
1908	917	920	957	775	849	755	692	801	1,040	1,090	1,001	691	10,488

REPORTS AND OTHER DOCUMENTS RELATING TO EDUCATION, ETC., RECEIVED DURING 1909.

London County Council.

Annual Report of the Proceedings of the Council for the year ended 31st March, 1908.

Report of the Public Health Committee for the year 1907.

Syllabus of Instruction in Domestic Economy adopted by the Council, 29th May, 1906.

Report of the Medical Health Officer (Education) for 21 months ended December 31st, 1908.

Board of Education, London.

Circulars as follows:-

582. Education (Administrative provisions) Act 1907, Section 13.

577. The Education (Administrative provisions) Act 1907.

576. Memorandum on Medical Inspection of Children in Public Elementary Schools, 1907.

573. Memorandum on the History and Prospects of the Pupil-Teacher System, 1907.

574. Teaching of Latin in Secondary Schools, 1907.

561. Regulations for Secondary Schools-Geography, 1907.

599. Teaching of History in Secondary Schools, 1908.

547. Manual Instruction in Secondary Schools, 1908. 709. Circular to Local Education authorities relating to the Revision of the Regulations affecting the staffing of Public Elementary Schools and the size of

596. In re Education Act, 1902.

705. Memorandum on Language Teaching in State-aided Secondary Schools in England, April, 1909.

707. Regulations for Secondary Schools, 1909.

711. Teaching of Geometry and Graphic Algebra in Secondary Schools, 1909.

730. Suggestions for the Teaching of Needlework.

Regulations as follows:-

classes, 1909.

Form 123, Regulations for Secondary Schools (English Language and Literature).

For the Preliminary Education of Elementary School Teachers, 1908.

For the Training of Teachers for Elementary Schools, 1908.

For Technical Schools, Schools of Art and other forms of provision of further Education in England and Wales, August, 1908 to July, 1909.

For the Training of Teachers for Secondary Schools, 1908.

For Secondary Schools, 1908.

For the Training of Teachers for Elementary Schools, 1909.

For the Schools for the Blind, Deaf, Defective and Epileptic Children, 1909.

For the Training of Teachers for Secondary Schools, 1909.

For Technical Schools, 1909.

For Secondary Schools, 1909.

For the Preliminary Education of Elementary School Teachers, 1909.

For the Training of Teachers of Domestic Subjects, 1909.

Code of Regulations for Public Elementary Schools in England, 1909.

Code of Regulations for Public Elementary Schools in England, 1908. Syllabi as follows:—

Syllabus and lists of apparatus, Aug., 1908, to July, 1909.

Syllabus of Lessons on Temperance in Public Elementary Schools, 1909.

Syllabus of Physical Exercises for Public Elementary Schools, 1909.

Syllabus of the certificate examination for teachers in Elementary Schools, 1911.

Syllabus of the Preliminary Examination for the Elementary School Teachers' Certificate, 1911, part I., Dec., 1910; part II., April, 1911.

Memorandum respecting Music in Secondary Schools.

Memorandum on closure of and exclusion from school, 1909.

School closure and exclusion of individual scholars on medical grounds.

Report on Elementary Schools, 1852-1882, by Matthew Arnold, 1908.

Report of the Board of Education, 1907-1908.

Statistics of Public Education in England and Wales, 1906-07-08.

Statistics of Public Education in England and Wales, part I., 1907-08.

Memorandum to Inspectors E. No. 30, Notes on the Inspection of Gardening Classes in Elementary Schools, 1909.

Educational pamphlets, No. 17. Report on Science Teaching in Public Schools represented on the Association of Public School Science Masters, 1907.

Scheme of classification adopted for the arrangement of the books in the Board of Education Library, 1908.

List of accessions to the Board of Education Library No. 1.

List of accessions to the Board of Education Library No. 4.

Report of the Consultative Committee on Attendance, Compulsory or Otherwise, at Continuation Schools. Vols. I., II., 1909.

Reports from Universities and University Colleges in Great Britain, 1907-08. List of Training Colleges (and Hostels) for the Training of Teachers for Elementary Schools in England and Wales, 1907-08.

Prospectus of the Royal College of Art, 1909-1910.

From Great Britain and Ireland.

Special Reports on Educational Subjects, Vol. 22. Provisions made for children under compulsory school age in Belgium, France, Germany and Switzerland, 1909. Vol. 23. Education in Russia, 1909.

Scotch Education Department, Regulations for the Preliminary Education, Training and Certification of Teachers for various grades of schools, 1907.

Education (Scotland) Act, 1908.

The Elementary School Teachers' (Superannuation) Act, 1898; The Elementary School Teachers' Superannuation Rules, 1899, (including the additional rules of 1904-5-7-9); Annuity Tables; Explanatory Memorandum.

Report of the Commissioners of National Education in Ireland, 1908-09.

Inspection of Church Schools in Religious Knowledge, 1908-09. (National Society Annual Report, 1909).

The Imperial College of Science and Technology, London. (1) Calendar 1909-1910. (2) Prospectus, 1909-1910.

Royal Colonial Institute. Proceedings, Vol. XL., 1908-09.

Report of Negotiations for amalgamation between the League of the Empire and Victoria League, 1908.

Cambridge Antiquarian Society—quarto publication. King's Hostel.

Trinity College, by W. D. Caroe, 1909. Proceedings, Oct. 19th, Dec. 7th, 1907; Jan. 25th; March 15th, 1909; May 3rd., May 31st, 1909.

List of Members, Oct. 1, 1909.

University of London Calendar, 1909-1910.

Department of Agriculture and Technical Instruction for Ireland. (1) Journal for Jan.-July, 1909. (2) Technical Instruction in Newry, by E. Holden. (3) In Ballymena, by P. F. Gillies. (4) A Method of Keeping Attendance Records, by G. E. Armstrong; (5) Northland Schools of Housewifery, Londonderry. (6) Programme for Technical Schools, Science and Art Schools and Classes, 1909-10. (7) Programme of the Irish Training Schools of Domestic Economy.

From the British Possessions.

Australasia:

New South Wales: (1) Palaeontology. No. 13, A Monograph of Corals, by

R. Etheridge. Pts. 1 and 2, 1904.

Department of Public Instruction:—(1) The Rural School. (2) Education for Industrial Purposes. (3) Secondary Education. (4) University as a Public Institution.

South Australia: Report of the Board of Governors of the Public Library.

Museum and Art Gallery, 1907-08.

Western Australia: Report of the Department of Education for the year 1908. Queensland: 39th Report of the Secretary for Public Instruction for the year 908.

New Zealand: Report of the Education Department for the year 1907.

South Africa:

Natal: Report of the Superintendent of Education for the year ended June 30th, 1908.

Orange River Colony: Report of the Director of Education, 1907-08.

India:

(1) Progress of Education in India, 1902-07. 5th Quinquennial Review, H. W. Orange. Vols. 1 and 2. (2) Occasional Reports No. 5. Training of Secondary Teachers, 1909.

British Guiana:

Report of the Inspector of Schools, 1908-09.

From the Dominion of Canada.

Reports of the Superintendents of Education for (1) British Columbia, 1907-08. (2) Prince Edward Island, 1908. (3) Nova Scotia, 1908. (4) New Brunswick, 1907-08. (5) Manitoba, 1907 and 1908.

University of Toronto. (1) Report of the Board of Governors for the year ending 30th June, 1908. (2) President's Report, University of Toronto, for the year ending 30th June, 1908. (3) Examination papers, 1907. (4) Calendar, Faculty of Arts, 1908-09 and 1909-10. (5) Calendar, Faculty of Education, 1908-09 and 1909-10. (6) Calendar, Household Science, 1909-10. (7) Calendar, Faculty of Forestry, 1909-10. (8) Calendar, Faculty of Applied Science, 1909-10. (9) Calendar, Faculty of Medicine, 1909-10. (10) Curricula in Music. (11) Curriculum for Junior Matriculation, 1909-10. (12) Information for students, miscellaneous curricula.

McGill University and College: (1) Annual Report, 1907-08. (2) Calendar, 1909-1910. (3) Graduates of McGill University, corrected to July, 1909. (4)

Bulletin of General Information, Jan. 1909.

University of Ottawa: Calendar, French and English, 1909-1910.

University of Manitoba: (1) Calendar, 1909-1910. (2) Examination papers, 1909.

Queen's College and University, Kingston: (1) Examination papers, 1909. Faculty of Education, Calendar, 1909-10. (3) Calendar, School of Mining, 1909-10.

Victoria College, Toronto: (1) Bulletin, 1908-09. (2) Calendar, Faculty of Theology, 1908-09. (3) Calendar, 1909-1910.

Presbyterian College, Halifax; Calendar, 1909-1910.

Dalhousie University, Halifax: Calendar, 1909-1910.

Annuaire de L'Université Laval pour l'année Académique, 1909-1910.

Les Écoles Normales Primaires de la Province de Quebec et leurs œuvres, complémentaires. Récit des Fêtes Jubilaires de L'école Normale Jacques Cartier, 1857-1907.

Department of the Interior, Forestry Branch, Bulletin 1.—Tree Planting on the Prairies of Manitoba, Saskatchewan and Alberta.—Norman M. Ross, 1909.

The Riding Mountain Forest Reserve, by J. R. Dickson.

Forest Products of Canada, compiled by A. H. D. Ross, to Dec., 1908. Report of the Superintendent of Forestry, part 7, 1908. Annual Reports Canadian Forestry Association, 1907, 1908, 1909.

Planting and Care of a Forest of Evergreens, by A. Knechtel, Bulletin No. 2,

1908.

Dominion Forest Reserves, by A. Knechtel. Bulletin No. 3, 1908, Lectures on Forestry, by Professor Fernow, Kingston, 1903.

Report of the Canadian Forestry Convention held at Ottawa, Jan. 10th, 11th,

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Forest Fires in Canada During 1909, by H. R. Macmillan. Timber of British Columbia, compiled by C. F. Pretty.

Forest Conditions in the Crow's Nest Valley, Alberta, by H. R. Macmillan,

1909.

Department of Mines, Canada: (1) Summary of Report on Explorations in Nova Scotia, 1907, Hugh Fletcher. (2) The Geology and Mineral Resources of New Brunswick, 1907, by R. W. Ellis. (3) Summary Report for the nine months ending December 31st, 1908.

Annual Reports of the Department of Agriculture of the Province of Sas-

katchewan, 1907 and 1908.

Report of the Provincial Secretary, Province of Alberta, by H. R. Macmillan,

1909.

Report of the Public Works, Winnipeg, for the year ending Dec. 31st, 1908. British Association for the Advancement of Science, Winnipeg, Aug. 25th, Sept. 1st, 1909. (1) Local Programme. (2) A Handbook to Winnipeg and the Province of Manitoba, Saskatchewan and Alberta,—Norman M. Ross, 1909.

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A Few Facts of British Columbia.

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Report of the Canadian Red Cross Society of its operations in the South African War, 1899-1902.

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Canada Year Book, 1908.

Report of the Directors and Statement of Accounts, Grand Trunk Railway, ended 31st Dec., 1908.

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Annual Report The Canadian Bank of Commerce, Nov. 30th, 1908.

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Droit Public de l'Eglise, Principes Généraux par Mgr. Louis.—Adolphe

Paquet, Que., 1908.

Des Mémoires de la Société Royale du Canada. Troisième série, 1907-1908, L'Abbe Holmes et L'Instruction Publique par M. L'Abbe Auguste Gosselin, docteur ès lettres, Ottawa, 1908.

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1906. Bulletin No. 1. The Education Bill of 1906 for England and Wales. as it passed the House of Commons. By Anna Tolman Smith, of the Bureau of

Education. 2d. edition, 1907, pp. 48.

1906. Bulletin No. 2. German views of American education, with particular reference to industrial development. Collated from the Reports of the Royal Prussian Industrial Commission of 1904. By William N. Hailmann, Professor of the History and Philosophy of Education, Chicago Normal School. 2d. edition, 1907, pp. 55.

1906. Bulletin No. 3. State school systems: Legislation and judicial decisions relating to public education, October 1, 1904, to October 1, 1906. By Edward C. Elliott, Professor of Education in the University of Wisconsin. 2d edi-

tion, 1907, pp. 156.

1907. Bulletin No. 1. The continuation school in the United States. By Arthur J. Jones, Fellow in Education, Teachers' College, Columbia University. pp. 157.

1907. Bulletin No. 2. Agricultural education, including nature study and school gardens. By James Ralph Jewell, sometime Fellow of Clark University. 2d.

edition, revised, 1908. pp. 148.

1907. Bulletin No. 3. The auxiliary schools of Germany. Six lectures by B. Maennel, Rector of Mittelschule in Halle. Translated by Fletcher Bascom Dresslae, Associate Professor of the Science and Art of Teaching, University of California. pp. 137.

1907. Bulletin No. 4. The elimination of pupils from school. By Edward L. Thorndike, Professor of Educational Psychology, Teachers' College, Columbia

University. pp. 63.

1908. Bulletin No. 1. On the training of persons to teach agriculture in the public schools. By Liberty Hyde Bailey, Director of the New York State College of Agriculture, at Cornell University. pp. 53.

1908. Bulletin No. 2. List of Publications of the U. S. Bureau of Education, 1867-1907. pp. 69.

1908. Bulletin No. 3. Bibliography of education for 1907. By James Ingersoll Wyer, Jr., and Martha L. Phelps, of the New York State Library. pp. 65.

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1908. Bulletin No. 5. Education in Formosa. By Julean H. Arnold, Ameri-

can Consul at Tamsui, Formosa. pp. 70.

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Elliott, Professor of Education in the University of Wisconsin. pp. 364.

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higher education partially supported by the state, 1907-8. pp. 15.

1909. Bulletin No. 1. Facilities for study and research in the offices of the U. S. Government at Washington. By Arthur Twining Hadley, President of Yale University. pp. 73.

1909. Bulletin No. 2. Admission of Chinese students to American Colleges. By John Fryer, Professor of Oriental Languages and Literature, University of

California.

1909. Bulletin No 3. The Daily Meals of School Children. By Caroline L. Hunt.

A plan for the study of Man, with a Bibliography of child study, 1909. By Arthur MacDonald.

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State of New York Education Department: (1) Annual Report, Vols. 1 and 2, 1909. (2) Proceedings of the 23rd Annual Meeting of the Associated Academic Principals, Dec. 26-28, 1907. (3) Proceedings 52nd Annual Meeting of the New York State Association of School Commissioners and Superintendents, Nov. 6-8, 1907. (4) The Adaptation of the Schools to Industry and Efficiency, by Andrew S. Draper, 1908. (5) Higher Education. Syllabus and Course of Study for the College Graduate and Professional Certificate, 1908. (6) Annual Convocation of University of the State, 1909. (7) Addresses by the Commissioner of Education, 1904. (8) Industrial and Trade Schools, 1908. (9) State Museum Bulletin, 132, 133, 134 and 135. (10) State Museum Report, Vols. 1, 2, 3 and 4, 1906, and Vols. 1 and 2, 1907. (11) Geology of the Remsen Quadrangle, by W. J. Miller, 1909, and Glacial Waters in Central New York, by H. L. Fairchild, 1909. (12) State Library Bulletin. A Selection from the best books of 1907, with notes Sept. 1st, 1909. (13) State Library Report, Vols. 1, 2 and 3, 1907. (14) State Library year book of Legislation, 1907.

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Smithsonian Institution-Annual Report, 1907.

International Conciliation: (1) The Logic of International co-operation, by Francis W. Herst, Jan. 1909, No. 14. (2) American ignorance of Oriental Languages, by J. H. DeForest, Feb., 1909, No. 15. (3) The Delusion of Militarism, by Chas. E. Jefferson, April, 1909. (4) Addresses by the Hon. Elihu Root, May, 1909, No. 18. (5) The United States and China, by Wei Ching W. Yen, June, 1909, No. 19. (6) Journalism and International Affairs, by Edward Cary, Aug., 1909, No. 21. (7) Opening addresses at the Lake Mohonk conference on International Arbitration, by Nicholas Murray Butler, July, 1909, No. 20. (8) United States and Canada, by J. S. Willison, Oct., 1908, No. 11. (9) America and the New Diplomacy, by James Brown Scott, March, 1909, No. 16. (10) The Approach of the Two Americas, by Joaquim Nabuco, Sept., 1908, No. 10. International Arbitration and Peace. The mission of America in the politics of the World, June 14, 1909. Lake Mohonk Conference on International Arbitration. (1) Fifth Annual Report, May 19-21, 1909.

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Minneapolis: Annual Report Board of Education, 1908.

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gie, and Supplement.

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New Creations in Plant Life, W. S. Harwood.

The Goodness of Nature, Geo. H. Palmer.

Flashlights on Nature, Grant Allen.

Nature and Ornament, Lewis F. Day.

Ways of Nature, John Burroughs.

Development of the Feeling for Nature, Alfred Biese.

Nature Study, Horace H. Cummings.

Nature Study Idea, L. H. Bailey.

Nature Study, Frank Overton.

Nature Study, Frank Overton and Mary Hill.

Nature Study and Life, Clifton F. Hodge.

A Key to Nature's Library, Julia E. Rodgers.

Wild Flowers Every Child Should Know, Frederick W. Stack.

Poison Ivy and Swamp Sumach, Annie O. Huntingdon.

My Own Book of Three Flowers Which Blossom in May, Anna B. Comstock.

Field Book of American Wild Flowers, F. Schuyler Mathews.

When Mother Lets Us Garden, Frances Duncan.

Daffodils, Narcissus and How to Grow Them, A. M. Kirby.

Gray's New Manual of Botany.

A Book of Fern Culture, Alfred Hemsley.

Ferns, Campbell E. Walters.

Ferns and How to Grow Them, G. A. Woolson.

Elements of Biology, Geo. W. Hunter.

The Book of Animals, edited by Harry Golding.

The Life Story of An Otter, J. C. Tregarthen.

The Reptile Book, Raymond D. Ditmar. The Frog Book, Mary C. Dickerson.

Principles of Animal Nutrition, Henry P. Armsby.

Animal Heroes, Ernest Thompson-Seton.

Manual of Vertebrates of Ontario, C. W. Nash.

Animals from Life, pub. by A. Flannigan.

Stories of Animal Life, Chas. F. Holder.

Some Useful Animals, John and Caroline Monteith.

Outdoor Stories, James G. Needham.

Stories of Humble Friends, Katherine Powell.

Creatures of the Sea, Frank L. Bullen.

American Animals, Wm. Stone and Wm. E. Cram.

Life Histories of Northern Animals, Vols. I., II., Ernest Thompson-Seton.

Standard Library of Natural History, Embracing Living Animals of the World and Living Races of Mankind, 5 vols.

A Half Hour With Fishes, Reptiles and Birds, Charles F. Holder.

The Trail of the Woods, Clarence Hocks.

Romance of Insect Life, Edmund Selous.

Insect Stories, Vernon L. Kellogg.

Our Insect Friends and Foes, Belle S. Cragin.

The Life of a Fossil Hunter, Chas. H. Sternberg.

Wake Robin, John Burroughs.

Key to North American Birds, Vols. I., II., Elliott Coues.

The Birds About Us, Chas. Conrade Abbott.

Bird Homes, A. R. Dugmore.

Birds of the World, Frank H. Knowlton.

Wild Wings, H. Keightley Job.

Our Native Trees, Harriett L. Keeler.

North American Trees, Nathaniel Lord Britton.

Ten Common Trees, Susan Stokes.

Trees, Vol. III., H. Marshall Ward.

A Primer of Forestry, Pt. II., Practical Forestry, Gifford Pinchot.

Practical Forestry, John Gifford.

Forestry, Adam Schwappach.

Forest Utilization, C. A. Schenck.

Forest Mensuration, Henry Solomon Graves.

The Principal Species of Wood, Chas. Henry Snow. Timber and Timber Trees, Thomas Laslett.

Wood—A Manual of Natural History and Industrial Applications of the Timbers of Commerce, G. S. Boulger.

Timber, Filibert Roth.

The Cause of an Ice Age, Sir Robt. Ball.

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Great Buildings and How to Enjoy Them, Edith A. Brown.

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The Law of Children and Young Persons, L. A. Atherley Jones and Hugh L. Bellot.

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Nervous System of the Child, Francis Warner.

Our Teeth, D. Denison Pedley and Frank Harrison.

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The Principles of Effective Debating, Rollo L. Lyman. Science and Art of Debate, Edwin Du Bois Shurter.

Sprott's Metronomic System of Writing, Pt. 2, A. F. Sprott.

A Child's Guide to Mythology, Helen A. Clarke.

Myths Every Child Should Know, edited by H. W. Mabie.

Book of Witches, Oliver Madox Hueffer.

Making the Best of Things Series, Alice K. Fallows, 3 vols.

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History of the Art of War, Charles Omar.

In Search of a Polar Continent, Alfred H. Harrison.

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The Cradle of New France, Arthur G. Doughty.

History of England, Right Hon. H. O. Arnold-Foster.

Origin of the British Colonial System, 1578-1660, Geo. Lewis Beer.

Epochs of Modern History, Early Plantagenets, The Right Rev. Wm. Stubbs.

The Companion to English History, (Middle Ages), Francis P. Bernard.

Feudal England, J. H. Round.

Making of the English Constitution, Albert Beebe White. Government of the United Kingdom, Albert E. Hogan.

British Colonial Policy, Geo. Lewis Beer.

Lectures on British Colonization and Empire, F. A. Kirkpatrick.

The British Empire, Its Past, Its Present and Its Future, edited by A. F. Pollard.

The Struggle for Imperial Unity, by Colonel George T. Denison.

An Introduction to the Industrial and Social History of England, Edward P. Cheyney.

The Growth of Empire, Arthur W. Jose.

The Cruise of H.M.S. "Challenger," W. J. J. Spry.

History of Scotland, P. Hume Brown, Vols. 1, 2, 3.

Short History of Scotland, P. Hume Brown.

Historical Introduction to Roll Series, Arthur Hassall.

Factors in Modern History, A. F. Pollard.

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British Colonial Library, History of Upper and Lower Canada, R. Montgomery Martin.

The Making of Canada, A. G. Bradley.

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The Quebec Tercentenary Commemorative History, Frank Carrel and Lewis Feiczewicz.

Canada Under British Rule, 1760-1900, Sir John Bourinot.

Canadian Military Institute, Officers of the British Forces in Canada, L. Homfrey Irving.

The Logs of the Conquest of Canada, Wm. Wood.

The Romantic Settlement of Lord Selkirk's Colonists, Dr. Geo. Bryce.

History of the County of Bruce, Norman Robertson.

Speeches Delivered in Canada in the Autumn of 1908, by Viscount Milner. Canada, J. T. Bealby.

A Manual of the Constitutional History of Canada, from the Earliest Period to 1901. Eir John Bourinot.

Self-Government in Canada and How it was Achieved. The Story of Lord Durham's Report, F. Bradshaw.

Evolution of Modern Germany, Wm. H. Dawson.

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Introduction to the History of Western Europe, James Harvey Robinson.

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Roman Society in the Last Century of the Western Empire, Samuel Dill.

Handbook of Greek Constitutional History, A. H. J. Greenidge.

What the Greeks Have Done for Modern Civilization, John Pentland Mahaffy. Medical and Modern History, George B. Adams.

Source Book of Mediaval History, Oliver J. Thatcher and Edgar H. McNeil. The Law of Civilization and Decay, Brook Adams.

A Brief History of the Indian People, Sir Wm. Wilson Hunter.

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Private Life of King Edward VII., by a member of the Royal Household.

The Life of Edward VII., Eleanor Bulley.

Victoria Regina—Her Court and Her Subjects, Vols. 1 and 2, Fitzgerald Mollov.

Life and Time of Alfred the Great, Charles Plummer.

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Alcium of York, Right Rev. G. F. Browne.

Wm. Haig Brown, of Charterhouse, edited by Harold E. Haig Brown.

The Life of Samuel Johnston, James Boswell, 8 vols.

The Life of Charles Lamb, C. V. Lucas.

Canadian Album, Men of Canada, 5 vols., edited by Rev. Wm. Cochrane.

The Life of the Rev. Andrew Bell, Robert Southey, 3 vols.

Life and Death of the Renowned John Elliott, the First Preacher of Gospel to Indians in America, by Cotton Mather.

Biography of the Honourable W. H. Merritt, M.P., 1875, J. P. Merritt.

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Walt. Whitman, George Rice Carpenter.

Ralph Waldo Emerson, Geo. E. Woodberry.

Wm. Cullen Bryant, Wm. A. Bradley.

John Greenleaf Whittier, Thomas W. Higginson.

Three Premiers of Nova Scotia, Edward M. Saunders.

The Life and Letters of James Wolfe, Beckles Willson.

Life of Robert Machray, Robert Machray.

The Autobiography of Samuel Smiles, edited by Thomas MacKay.

The Life of Tolstoy, by Aylmer Maude.

Little Journeys to the Homes of Great Philosophers, by Elbert Hubbard.

Little Journeys to the Homes of Eminent Orators, by Elbert Hubbard.

Little Journeys to the Homes of Great Teachers, by Elbert Hubbard.

Dictionary of French and English Languages, Louis Tolhausen and George Payne.

Haydn's Dictionary of Dates and Universal Information, Benjamin Vincent.

Dictionary of Names, Nicknames and Surnames, Edward Latham.

Dictionary of Foreign Phrases and Classical Quotations, Hugh Percy Jones.

Cyclopedia of Practical Quotations, J. K. Holt. Scientific American Cyclopedia, Albert A. Hopkins.

Harmsworth Encyclopedia, 10 vols., published by Thomas Nelson & Sons.

International Directory of Booksellers' and Bibliophiles' Manual, 1910.

Statesman's Year Book, 1909, edited by J. Scott Keltie.

Almanac, 1909, by Joseph Whittaker.

Canadian Parliamentary Guide, 1909, edited by Captain E. J. Chambers.

Torontonensis, 1909.

Book Review Digest, 4 vols.

Canadian Annual Review of Public Affairs, 1908, J. Castell Hopkins.

The New Century Book of Facts, Carroll D. Wright. Canadian Law List, 1909, edited by H. Cartwright.

Quarterly Review, General Index, Vols. from 182 to 200 inclusive.

Commercial and Library Atlas of the World, G. W. Bacon. Index Atlas of the World, Vol. 2, pub. by Rand & McNally.

The History of Canadian Journalism in Several Portions of the Dominion, with a sketch of the Canadian Press Association, 1859-1908, edited by Committee of the Association.

Colonel David Fanning's Narrative, A. W. Savery.

Savery and Severy Genealogy, A. W. Savery.

What is Your Name? Popular Account of Meanings and Derivations of Christian Names, Sophie Moodie.

Official Blue Book of the Jamestown Tercentenary Exposition, 1907.

Reference Map of Toronto and Suburbs, also of York County.

The New French and English Dictionary, by James Boielle, aided by DeV. Payer-Payne.

The History of English Journalism, by J. B. Williams.



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APPENDIX L.—PUBLIC LIBRARIES, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

REPORT OF WALTER R. NURSEY, INSPECTOR OF PUBLIC LIBRARIES. SCIENTIFIC INSTITUTIONS AND LITERARY AND SCIENTIFIC SOCIETIES IN THE PROVINCE OF ONTARIO, FOR THE YEAR 1909, WITH THE STATISTICS OF 1908.

To the Hon. R. A. Pyne, M.D., LL.D., M.P.P., Minister of Education for the Province of Ontario.

SIR,—I have the honour to submit herewith the report on the Public Libraries, Scientific Institutions and Literary and Scientific Societies receiving a share of the Legislative Grant for the year ended 31st December, 1908.

I have the honour to be,

Sir.

Your obedient servant,

WALTER R. NURSEY.

Inspector of Public Libraries, Etc.

THE LATE MR. THADDEUS W. H. LEAVITT, INSPECTOR OF PUBLIC LIBRARIES.

A very lamentable incident, and one seriously affecting the cause of Library advancement in the Province, occurred in the sudden death of Mr. T. W. H. Leavitt, who had filled with great acceptability the position of Inspector of Public Libraries of Ontario since November, 1905. Mr. Leavitt, who by training and inherent ability, was peculiarly adapted to administer the duties of his office, but at no time a robust man, died after a comparatively short illness, June 21st, 1909. An exceptionally capable official, a progressive of the progressives, infatuated with the great possibilities confronting him, he was ever on the alert for a practical idea, provided it seemed to spell success in the important field he was exploiting. While opinions may differ as to his views, the standard he set in library work was without question a splendid one, and difficult for his successor to measure up to.

Dying in harness, he left many unsolved problems behind him. Of the many plans he had in view, the most interesting perhaps was his initial effort to so utilize the functions of the libraries that they would become important factors in the educational system of the Province, through their technical sections. His last effort in this direction found expression in a spirited, well-digested paper on the Library in its relation to the industrial workers of Canada, which was read at the annual meeting of the Ontario Library Association, April 12th, 1909. In this he outlined a scheme by which he hoped to overcome the artizan's hostility to the mechanic's institute and introduce technical education in the public library. This latter, he maintained, was destined to become the People's University, the mechanic's school of industrial knowledge.

The plan which he roughly formulated but did not live to see in operation or effective, he has left as a legacy to his successor. The co-operation of the Ontario Library Association, the Library Institutes, Library Boards, and of every librarian in the country, is now invited for the purpose of finding a practical solution of these problems, a solution that will find favour with the Minister of Education and prove acceptable to the country. Mr. Leavitt has left behind him a record of good work in the cause of library advancement that will prove a lasting memorial to his worth as a man and his exceptional efficiency as a public servant.



THE INSPECTOR'S DUTIES AND RESPONSIBILITIES.

Appointed in August last to succeed Mr. Leavitt as Inspector of Public Libraries, I approached the current and unfinished work of the office with hesitation. An accumulation of business awaited prompt attention. The new fiscal year ending on October 31st instead of with the calendar year as formerly, left but a few weeks for inspection and the preparation of an annual report. The brevity and incompleteness of this report now submitted is due to the reasons cited. In these circumstances only the briefest summary of the transactions of the year is possible.

In order to properly appraise the functions of the Inspector's office and for purposes of reference, it may be well before describing existing conditions, to enumerate some of the matters coming under his supervision. Chief of these, and

more or less in the order of their importance, appear to be:

(1) Inspection of Libraries.

(2) Tabulating the Public Libraries' annual reports.

(3) The apportionment of the Legislative grants for Public Libraries, Historical Societies, etc.

(4) Preparation of Inspector's annual report.

(5) Drafting the Regulations.

(6) Arranging for and attending Library Institutes, and the disbursement of money to pay the expenses of same.

(7) Attending meetings of the Ontario Library Association.

(8) Preparing papers and addresses for same.

(9) The correspondence of the office.

(10) Preparing Annotated Catalogues and Finding Lists of 8,000 books comprising Travelling Libraries, classified under the Dewey-Decimal system.

(11) Receiving and recording applications for the circulation of nearly 200

Travelling Library cases.

(12) The work of re-binding and repairing damaged volumes.

(13) The selection and purchase of books for Travelling Libraries and spe-

cial technological collections.

(14) Preparing "special cases" suitable for Juveniles, Women's and Farmers' Institutes and for Libraries in industrial centres calling for Technological collections.

(15) Editing for publication in the Annual Departmental Report the reports

of Historical, Scientific and other Societies.

(16) Arranging for the writing and publication of the books comprising the "Canadian Heroes Series."

(17) Supervising the work of the travelling cataloguer and classifier.

(18) The exhibition of "slides" (views) of the established libraries, Public and Free, and of other subjects, suitable for rural communities.

In addition to the fixed duties as enumerated, the following branches of library work call for the Inspector's investigation and his reports thereon to the Minister of Education.

(a) The steps to be taken for the salvation of small and decadent libraries,

entailing the study of how to revive the quick and resuscitate the dead.

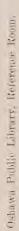
(b) Active encouragement and instruction in establishing Children's Departments in local libraries, with the proper classifying and cataloguing of children's books.

- (c) The introduction of some system of classifying and cataloguing of books in all departments of all libraries, to the end that a uniform system be adopted throughout the Province.
- (d) Inculcating in the minds of Library Boards and Librarians the benefits of free access, wherever construction of the library buildings make such feasible, and eliminating the age limit.

(e) Encouragement of the purchase of a reduced proportion of Fiction and the gradual raising of the standard of the books bought by the smaller libraries.

- (f) Encouragement of the purchase of British publications wherever practicable, preferably those "made in Canada," so helping to check the unwise flooding of the Province with United States literature, much of which neither reflects the views of the Canadian people, nor in the matter of Canadian history is reliable.
- (g) The encouragement of all incompetent librarians to qualify for the proper discharge of their duties, which can only be brought about by a true appreciation of the high responsibilities, the great opportunities and the honourable character of their calling.
- (h) The directing of the attention of incompetents, of which there are too many, to the only summer school in Canada as yet established for their special benefit, viz., the McGill University Summer School for Librarians, in Montreal.
- (i) The devising of some plan, acceptable to the Minister of Education, for opening a similar school in the Province of Ontario.
 - (j) The encouragement of Study Clubs.
 - (k) The serious question of the disinfection of books.
 - (1) The conversion of Association libraries into Free Libraries.
- (m) The question of how far the function of the Public Library in Ontario can usefully and at a minimum cost, be extended, in assisting Technological Education, along lines similar to those adopted by the Correspondence Schools of the United States.
- (n) How to save and equitably allot the unexpended balance—the residue—of the annual Legislative appropriation for Public Libraries, which for some years has reverted to the Treasury, owing to the apathy, or, more often, regretable inability of many of the smaller libraries to earn the grant under existing conditions.

The above is a fair indication of some of the things that an energetic Inspector can devote his attention to with profit. The programme—incomplete as it is—is one that presents a splendid and inviting field of opportunity.





THE STORY OF THE PUBLIC LIBRARIES, FREE AND NOT FREE, FOR THE YEAR 1908.

The following libraries were incorporated during the year:

Mono Centre. Library re-established.

North Toronto.

Shetland.

The following libraries did not report for the year 1908. Should they neglect to report for 1909, they will be removed from the list of libraries entitled to participate in the Legislative Grant:

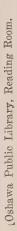
Abingdon, Bayham, Bervie, Bruce Mines, Caledonia, Cayuga, Chapleau, Cobden, Cold Springs, Coldwater, Cookstown, Douglas, Dromore, Duart, Fort Frances, Granton, Harrington, Inglewood, Inwood, Iroquois, Kinburn, Little Current, Lucan, Manitowaning, Metcalfe, Mono Centre, Mono Mills, Napanee Mills, Poland, Priceville, Princeton, Rodney, Rosseau, Schomberg, Shakespeare, Singhampton, Sturgeon Falls, Sunnidale, Tamworth, Teeswater, Thamesford, Thessalon, Watson's Corners, Westport, Wyoming.

In consequence of the following libraries not having reported to the Education Department for two years and over, they have been removed from the list of libraries entitled to participate in the Legislative Grant in accordance with the Regulations:

Addison, Berwick, Bognor, Burnstown, Dresden, Glamis, Glen Allan, Glen Cross, Highgate, Jasper, Linwood, Lorne Park, Maxwell and Feversham, Mississippi, Pelee Island, Spencerville, Sprucedale, Zephyr.

Pending the adoption of some well-considered plan by which decadent libraries may be saved, the reading requirements of the last-named places will in part be met by supplying Travelling Libraries. Forms of application for these are issued by the Department upon request.

For further information in regard to the mortality among the smaller libraries attention is directed to the article headed "The Present Status and Prospects of Public Libraries."





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TARLE A - Receipts. Expenditures. Assets and Liabilities of Public Libraries (Free), etc. - Continued.

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105 Shelburne 106 Simcoe 107 Smith's Falls 108 Stayner 109 Stirling 111 Stratford 112 Streetsville 113 St. Catharines 114 St. Mary's	116 Tara 117 Thornloe (New Liskeard) 118 Thorold 119 Toronto	121 Uxbridge 122 Walkerville 123 Wallaceburg 124 Waterloo 126 Westford 126 Westford 127 Wiarton 128 Windsor 129 Wingham 130 Woodstock	Total

* Not reported.

TABLE B.—Receipts, Expenditures, Assets and Liabilities of Public Libraries (not free*) for the year ending 31st December, 1908.

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Liabilities.		37 50
.stsets.	670 00 00 00 00 00 00 00 00 00 00 00 00 0	
Number of news- papers and peri- odicals.	61.5 52.6 65.0 66.0 66.0 1.6 66.0 1.6 66.0 1.6 66.0 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.6	
Number of volumes	9, 8, 1, 19, 9, 1, 11, 12, 1, 19, 19, 19, 19, 19, 19, 19, 19, 19,	
Number of volumes in library.		ที่ต่ำทำ
Number of Members.		
Balance on hand.		9 79 9 79 34 36 14 10 27 73
Expenditure,		249 42 343 67 239 10 43 67 104 94
Total receipts.		250 14 353 46 273 46 57 77 132 67
Balances. sources.		50 29 40 44 119 42 14 77 27 92
Receipts, Members, fees,		96 00 96 50 49 65 33 00 4 75
Municipal stants.		200 00 250 00 10 00 100 00
Legislative grants.		16 52 16 52 79 39
Public Libraries.	Admaston Allan's Mills Allaston Alma Alma Alma Arkona Arthur Arthur Avonmore Ayton Badjeros Bath Bath Bath Basyville Beachville Beachville Beanverton Belfountain Belfountain Bellountain Bellountsin Bellountsin Bellountsin Bellountsin Bellountsin Bellountsin Bellountsin	Bowmanville Bracondale Bradford
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*Norm.— Under the Public Libraries Act of 1909 all libraries hitherto classified as not free will in future) † Paid in 1907.

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səmnı	Number of vo	9,965	5.708	3,564 9,564	1,915	5,580	3,004 505 505	3,121	8,174	2,622	1,260	295	1,145	1,292	749	857	1,581	1,467	3,503
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*5	Expenditures	373 33.	-	165 59															
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*Not reported.

TABLE B.—Receipts, Expenditure, Assets and Liabilities of Public Libraries (not free) for the year ending 31st December, 1908.—Continued.

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	Liabilities.	\$ 6. 28 43. 28 43. 28 43. 29 17. 25 00 00 00 00 00 00 00 00 00 00 00 00 00	:
	Assets.	\$, \$4 830 00 1,365 00 1,365 00 1,365 00 1,365 00 1,300 00 1,300 00 1,300 00 1,300 00 1,300 00 1,300 00 1,300 00 1,300 00 1,300 00 1,300 00 1,300 00 1,300 00 1,400 00 1,400 00 1,400 00 1,400 00 1,400 00	37
-SM	Number of ner papers and periodicals.	2	
	Number of vol	8,494 4,888 4,494 1,369 1,369 1,10 1,10	
səwn	Number of vol	6.566 6.566 6.566 6.566 6.566 1.1.222 1.1.221 1.1.235 1.1.235 1.1.335	
	Number of members.	* 130 1110 1110 1110 1110 1110 1110 1110	102
·pu	Валапсе оп ра	\$\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
	Expenditure.	25. 25. 25. 25. 25. 25. 25. 25. 25. 25.	
	Total receipts.	\$\$6 98 66 26 102 89 1102 89 1102 89 1143 56 1143 56 1143 88 11,077 35 11,327 91 134 45 138 128 88 138 128 83 134 45 138 138 138 83 138 138 138 138 138 138 138 138 138 138	
	Balances and other sources,	622 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	
Receipts.	Members, fees,	158 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	
	Municipal startz	\$\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
	Legislative starrg	28 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	
	Free Libraries.	48 Niagara 49 Norland 50 North Gower 51 Norwich 52 Norwood 53 Oakville 54 Oakwood 55 Oakssa 56 Oil Springs 56 Oil Springs 57 Omemee 58 Orilla 59 Orono 60 Owen Sound 61 Oxford Mills 62 Pakenham 63 Petrolia 63 Petrolia 64 Petrolia 65 Pikkerton 65 Pikkerton 66 Pikkerton 66 Pikkerton 67 Plattsville 66 Port Arthur 77 Port Lelgin 77 Port Lelgin 77 Port Blgin 77 Port Hope. 77 Port Hope. 78 Port Hope. 78 Port Hope. 77 Port Port Perry 77 Port Perry	Relessey
	rannoer,	44 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	77

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	3,576	394	1,142		1,874				:	:	6,980	:	:	:		:	:	:		5,586 22		:	:	:			:	:				1,139	T,000,
I	*,040	1,14	2,836	1,955	1,530	1,508 5,032	1,250	1,460	1,651	1,346	099	1,184	2,569	747	7 125	5,016	1,947	2,123	722	4.181	3,233	2,477	1,539	9 160	3,330	3,800	2,462	1,319	2 800	1,012	1,441	2,832	2001
	105	104	103	128	129	911	09	100	103		117	100	68	105	965	130	108	105	100	110	134	105	149	103	170	200	119	18	107	109	115	116	00
	51 04 92 47		9 60	-	16 32						22 22												:	•	14 27	_	:			1 8		37 83	
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and the first of the late of t	179 Ridgetown	181 Riversdale	182 Rockwood	184 Russell	185 Saltheet (Stoney Creek P.O.)	186 Sault Ste. Marie.	187 Scarboro	180 Schreiber	190 Shedden		192 Southampton	195 South Mountain	195 Sparta	196 Speedside	197 Springfield	198 Strathroy	200 St. Helen's	201 Sunderland	202 Sutton West	203 Sydenham	204 Lavistock	206 Thedford	207 Thornbury	208 Thornhill	209 Tilbury	210 Illisonbuig	212 Tottenham	213 Trout Creek	214 Tweed	215 Underwood	217 Vankleek Hill .	218 Victoria (Caledonia P.O.)	219 Victoria Mines

*Not reported.

TABLE B.—Receipts, Expenditures, Assets and Liabilities of Public Libraries (not free) for the year ending 31st December, 1908.—Concluded.

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·	.esitilidaid	ಕ್ಕ ಕ್ಕ	99,		•	•		•			32 00		•			18	3,617 28
THE COMMON	.stessA	2 0 C		1,074 00			950	,269		,401	,300						383,976 17
-SM	Number of ne papers and periodicals,		14	:	•	14	•	67		27.			•	12	70	17	1,652
•pən	to radmuN ssi samulov	-		2,359	_	-		-	3,064							1,258	650,826
səmnı	Number of vo in Library.			1,362									1,990	981	2,125	2,005	502879
	Number of members.	100	151	135	103	168	109	163	122	132	172	120	104	124	102	102	26,905
*pu	Вајапсе оп ра	0		30 87					45 66								7,185 36
	Expenditures.	\$ C.		344 16													41,591 97
	Total receipts.	2 S		375 03													48,777 33
	Balances and other sources.	ပို့ မ		317 59													52 16,366 92
Receipts.	Members, fees,	ಲೆ <u>೧</u>		22								•				36 85	554
	Municipal erants.	ಲೆ 8		30 00					25 00				35 00			80 00	12,207 32 11,
	Legislative grants.	ಲೆ ಕಾ	10 52	6 44	26 27		75		51 19					. 86 09			8,648 57
	Public Libraries.	O TITLE THE COLUMN	Walkerton	222 Wardsville		224 Waterdown	225 Waterford	226 Welland	227 Wellesley	228 Weston	229 Whitby	230 White Lake	231 Williamstown	232 Winchester	233. Woodbridge	234 Woodville	Total



Niagara Public Library, Reading Room, Biographical Section.

14,640.82

I. Public Libraries (Free).

The following extracts are taken from the annual reports for the year end 31st December, 1908. (For details see Table A.)

1.	Classification	of	Free	Libraries	Reporting.
----	----------------	----	------	-----------	------------

Free Libraries, with reading rooms	
Total	131
2. Free Libraries—Receipts and Balances on hand.	
The total receipts of 131 Free Libraries\$225.01	7.63

Balances on hand

3. Free Libraries—Expenditure.

The total expenditure of 131 Free Libraries......\$210,376.81

4. Free Libraries—Assets and Liabilities.

Assets of 131	Free Libraries\$1,912,	,143.68
Liabilities of	131 Free Libraries	,451.96

5. Number of Readers in Free Libraries.

Free Libraries report having had 211,241 readers.

6. No. of Volumes in Free Libraries and No. of Volumes issued.

Number of	volumes	in 131 F	ree Librar	ries	775,976
Number of	volumes	issued in	131 Free	Libraries	2.421.049

7. Reading Rooms in Free Libraries.

98 Free Libraries reported having reading rooms.

⁹⁹ Free Libraries subscribed for 4,255 newspapers and periodicals.

II. PUBLIC LIBRARIES (NOT FREE).

The following extracts are taken from the annual reports for the year ending 31st December, 1908. (For details see Table B.)

1	Classification	of	Public	Libraries	reporting.
---	----------------	----	--------	-----------	------------

	with reading roomswithout reading rooms	
Total		234

2. Public Libraries—Receipts and Balances on hand.

The total receip	ots of 234 Publ	ic Libraries were	\$48,777.33
Balances on h	and		7,185.36

3. Public Libraries—Expenditure.

The total expenditure of 234 Public Libraries was.....\$41,591.97

4. Public Libraries—Assets and Liabilities.

Assets of 234 Public	Libraries	\$383,976.17
Liabilities of 234 Pu	blic Libraries	3,617.28

5. Number of Members in Public Libraries.

234 Public Libraries have 26,902 members.

6. No. of Volumes in Public Libraries and No. of Volumes Issued.

Number	of	Volumes	in	234	Libra	ries		 	 502,879
Number	of	Volumes	issu	ied in	n 234	Librario	es .	 	 650,826

7. Reading Rooms in Public Libraries.

86 Public Libraries reported having reading rooms.

5 Libraries reported having periodicals for circulation.

91 Libraries subscribed for 1,652 newspapers and periodicals.



The following table "C" shows the locality of every Public Library, Free and Not Free, in the Province on the 1st December, 1909:—

PUBLIC LIBRARIES, FREE AND NOT FREE.

Counties and Cities, Towns and Districts. Villages.	Counties and Cities, Towns and Districts. Villages.
AddingtonCamden, East. "Napanee Mills (Strathcona P.O.) "Newburgh. "Tamworth.	DufferinOrangeville. "Relessey. "Shelburne. DundasChesterville. "Iroquois.
Algoma Bruce Mines. " Chapleau. " Marksville. " Port Arthur. " Rat Portage (Kenora). " Sault Ste. Marie. " Schreiber. " Thessalon. " Victorio Minos.	" Matilda (Iroquois P.O.). " Morrisburg. " South Mountain. " Winchester. Durham Bowmanville. " Millbrook. " Orono. " Port Hope. Elgin Aylmer.
" Victoria Mines. Brant Brantford. " Burford. " Glenmorris. " New Durham. " Paris " Scotland. " St. George.	"Bayham. "Dutton. "Port Stanley. "Kodney. "St. Thomas. "Shedden. "Sparta. "Springfield.
Bruce Bervie. " Cargill. " Chesley. " Elmwood. " Kincardire. " Lucknow. " Mildmay. " Paisley. " Pinkerton. " Port Elgin. " Ripley. " Riversdale. " Southampton.	Essex Amherstburg. Comber: Essex. Harrow. Kingsville. Leamington. Walkerville. Windsor. Frontenac Garden Island. Kingston. Sydenham. Glengarry Dunvegan. ancaster.
" Teeswater. " Tara. " Underwood. " Walkerton. " Westford. " Wiarton. Carleton Carp. Corkery.	" Maxville. " Williamstown. Grenville Cardinal. " Easton's Corners. " Kemptville. " Merrickville. " Oxford Mills. " Prescott.
" Kars. " Kinburn. " Manotick. " Metcalfe. " North Gower. " Ottawa. " Richmond. Dufferin Grand Valley. " Honeywood. " Mono Centre.	Grey Ayton. "Badjeros. "Chatsworth. "Dromore. "Durham. "Dundalk. "Holstein. "Kemble. "Hanover. "Lake Charles.

PUBLIC LIBRARIES, FREE AND NOT FREE—Continued.

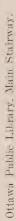
Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Grey	.Markdale.	Lambton	.Inwood.
86	. Meaford.	66	.Oil Springs.
"	.Owen Sound.		. Petrolea.
66		66	.Point Edward.
66	Singhampton.		.Sarnia.
TT-1:hh	.Thornbury.		Shetland. Thedford.
Haliburton	Hamburton. . Minden.		. Watford.
Haldimand		66	Wyoming.
	. Canfield.	Lanark	
	.Cayuga.	66	Almonte.
	.Cheapside.	66	Carleton Place.
	. Dunnville.		Dalhousie (McDonald's
	.Hagersville.		Corners P.O.)
	. Jarvis.		
	. Nanticoke.		Lanark.
Halton	.Victoria (Caledonia).		Middleville. Pakenham.
	. Burlington.		Porth
	. Georgetown.	66	
66			Smith's Falls.
	. Oakville.		Watson's Corners.
Hastings		Leeds	
	Deseronto.	66	Gananoque.
	Frankford.		Lyn.
	Madoc.	66	Mallorytown.
* * * * * * * *	Marlbank.		Westport.
	Stirling.	Lennox	
	Trenton. Tweed.	66	Napanee.
Huron		Lincoln	
	Brucefield.		Beamsville.
66			Grantham (St. Cathar
45	Brussels.		ines P.O.)
* * * * * * * * * * * * * * * * * * * *			Merritton.
	Dungannon.		Grimsby.
66			Niagara.
******			Smithville.
	Goderich.	35	St. Catharines.
66	Hensall.	Manitoulin	Cockburn Island. Gore Bay.
	. Seaforth.	*****	Little Current.
	St. Helen's.	46	Manitowaning.
66			Ailsa Craig.
	Wingham.		Belmont.
	Wroxeter.	"	Coldstream.
Kent		"	Dorchester.
*******		66	Glencoe.
"	Chatham.		Granton.
"	Tilbury		Komoka. London.
66	Ridgetown.		Lucan.
86	Romney.	**	Melbourne.
66	Thamesville.		Mt. Brydges.
	Wallaceburg.		Newbury.
Lambton	Arkona.	66	Parkhill.
	Alvinston.		Strathroy.
	Brigden.	16	Wardsville.
	Bunyan.		Bracebridge.
	Copleston.		Baysville.
	Forest.		Gravenhurst.

PUBLIC LIBRARIES, FREE AND NOT FREE—Continued.

Counties and Cities, Towns and Districts. Villages.	Counties and Districts.	Cities, Towns and Villages.
MuskokaHuntsvillePort Carling.	Peel	. Mono Mills.
Ninissing Copper Cliff.	66	.Port Credit.
"	7	. Streetsville.
"North Bay.	Perth	
"Sturgeon Falls. "Thornloe (New Lis-		
keard P.O.)		
NorfolkBloomsburg.		.Mitchell.
" Delhi.		. Shakespeare.
"Port Dover.		.St. Mary's.
"Port Rowan. "Simcoe.	" Peterborough	. Hastings.
"Waterford.		.Lakefield.
NorthumberlandBrighton.		.Norwood.
"Campbellford.	"	.Peterborough.
"Cobourg.	Prescott	Hawkesbury. Vankleek Hill.
Cold Springs.	Prince Edward	Picton
"Colborne. " Gore's Landing.	Rainy River	.Dryden.
"Grafton.		. Port Prances.
"Warkworth.	Renfrew	. Admaston.
OntarioBeaverton.	66	Arnprior.
"Brooklin.		Cobaen. Douglas.
"		. Forester's Falls.
" Clarement. " Oshawa.	"	.Pembroke.
"Pickering.		Renfrew.
"Port Perry.		White Lake.
"Sunderland.	Russell	.Russell.
"Uxbridge.	Stormont	Cornwall.
, W HILDY.		Newington.
OxfordBeachville. "Brownsville.	Simcoe	
"Drumbo.		Angus.
"Embro.		
"		Bradford. Coldwater.
"Ingersoll.	66	Collingwood.
"Kintore. "Plattsville.		Cookstown.
"Norwich.	"	Creemore.
"Otterville.	"	Elmvale.
"Princeton.	"	Hillsdale.
"Tavistock.	66	Midland.
"Tillsonburg. "Thamesford.	"	Orillia.
"		Penetanguishene.
Parry SoundBurg's Falls.	66	Stayner.
"Callander.	**	Sunnidale (New Lowell P.O.)
"Depot Harbor.	"	Tottenham.
"Parry Sound.	Thunder Bay	Fort William.
"Rosseau. " South River.	Victoria	Bobcaygeon.
"Trout Creek.	"	Cambray.
PeelAlton.	66	Fenelon Falls. Kinmount.
"Belfountain.	- (4	Kirkfield.
Bolton.	"	Little Britain.
" Brampton. "	66	Lindsay.
"Claude.	"	Manilla
"Inglewood.	· · · · · · · · · · · · · · · · · · ·	Norland.

PUBLIC LIBRARIES, FREE AND NOT FREE—Continued.

Counties and Cities, Towns and Districts. Villages.	Counties and Cities, Towns and Districts. Villages.
Victoria Oakwood. "Omemee. "Woodville. Waterloo Ayr. "Berlin. "Elmira. "Galt. "Hawkesville. "Hespeler. "New Dundee. "New Hamburg. "Preston. "Waterloo. "Waterloo. "Wellesley. Welland Bridgeburg. "Fonthill. "Fort Erie. "Niagara Falls. "Port Colborne. "Ridgeway. "Thorold. "Welland. Wellingtor. Alma. "Arthur. "Belwood. "Clifford. "Drayton. "Elora. "Erin.	Wentworth Lynden. "Saltfleet (Stony Creek "Waterdown. [P.O.) York Aurora. "Bracondale. "Deer Park. "Don. "East Toronto. "Highland Creek. "Islington. "King. "Maple. "Markham. "Mount Albert. "Newmarket. "North Toronto. "Queensville. "Richmond Hill. "Scarboro'. "Schomberg. "Stouffville. "Sutton, W. "Thornhill. "Toronto. "Unionville. "Weston. "Woodbridge.
" Ennotville. " Fergus. " Guelph. " Harriston. " Morriston. " Mount Forest. " Palmerston. " Rockwood. " Speedside. Wentworth Dundas. " Hamilton. " Mill grove.	The above list may be classified as follows:— Public Libraries reporting





THE ONTARIO LIBRARY ASSOCIATION.

The annual meeting of the Association was held at the Canadian Institute, Toronto, April 12 and 13, 1909. The following officers were elected:—

President—His Honour Judge Hardy, The Public Library, Brantford.

1st Vice-President—A. W. Cameron, B.A., The Public Library, Streetsville.

2nd Vice-President—L. J. Burpee, The Public Library, Ottawa.

Secretary—E. A. Hardy, B.A., Moulton College, Toronto.

Treasurer—A. B. Macallum, Ph.D., F.R.S., The Canadian Institute, Toronto.

Councillors—George H. Locke, M.A., The Public Library, Toronto; W. F. Moore, The Public Library, Dundas; Miss Janet Carnochan, The Public Library, Niagara; David Williams, The Public Library, Collingwood; C. R. Charteris, M.D., The Public Library, Chatham; H. J. Clarke, B.A., The Public Library, Belleville; Rev. W. A. Bradley, B.A., ex-President The Public Library, Berlin.

The principal features of the meeting were:-

The President's address, Rev. W. A. Bradley, B.A.

Report of Secretary, E. A. Hardy, B.A.

Report of Treasurer, A. B. Macallum, Ph.D., F.R.S.

Report of Committee on Quarterly Bulletin.

Report of Committee on Public Documents.

Report of Committee on Library Institutes.

Report of Committee on Bibliography of Canadian History and Historical Fiction.

Report of Committee on Legislative Grant.

Address by W. O. Carson, "Reference Work in the Library."

Paper by the late Inspector T. W. H. Leavitt, "The Working Man and the Library."

Address by W. Wilfrid Campbell, M.A., LL.D., F.R.S.C., "Ethical and Intellectual Responsibility to Canada and the Empire."

"Newark Charging System," W. O. Carson.

"Brown Charging System," Miss Barbara McDonald.

"Charging System," Miss Jennie Reid.

"Library of Congress Cards," Miss Edith Dwight.

Consideration of the new Public Libraries Act, 1909.

The paper by the late Inspector Leavitt, on "Technical Work in Public Libraries," evoked lengthy discussion.

The recent untimely death of Mr. Leavitt lends a neculiar and sad interest to

The recent untimely death of Mr. Leavitt lends a peculiar and sad interest to his brilliant contribution to practical library politics. The paper, owing to his absence through illness, was read by proxy.

The full Proceedings of the ninth annual meeting of the O. L. A. have, as heretofore, been published in blue-book form by the Education Department, and copies have been mailed to every librarian in the Province, as well as to others interested in library work in Canada and the United States; hence it is not necessary to insert a detailed account of the meeting in this report. The report, however, as the list of subjects discussed shows, is probably one of the most valuable hitherto issued. In addition to the full account of this year's proceedings, the minutes of all previous meetings from the inception of the Canadian Library Association at Montreal in 1900, up to and inclusive of the sixth annual meeting in Toronto, 1906, are also embodied.

These, together with the Constitution of the Association, and a suggested rearrangement of Library Institute Districts in Ontario, as submitted by Mr. E. A. Hardy, the tireless Secretary, constitute a valuable reference publication.

The Officers and Executive of the Association are entitled to great credit for their individual and concerted efforts in the cause of Library advancement and extension, the effect of which is every day becoming more and more apparent.

The next annual meeting, to be held in the Easter week of 1910, is looked for-

ward to with unusual interest by every Library worker in the Province. Steps are being taken to make it a record gathering. It is hoped and expected that many Librarians from each district will be present, especially those representing the smaller Libraries, whose attendance is especially urged, as the question of saving the many languishing and decadent Libraries of the Province, with the all-absorbing question of the technological section of the Library, will be the principal features of discussion. Papers on strictly practical phases of Library extension are

also promised.

I think it proper that attention should be drawn to the fact that while the Government has helped liberally, in other directions, with the development of the library situation in Ontario, it has not been unmindful of the claims of the premier and parent organization, the Ontario Library Association, which has done yeoman service for the cause. In addition to the increase in the Legislative grant, which to quote the Secretary, "made it possible for the Executive of the O. L. A. to give more careful consideration to the work than ever before," the Government has this year released the Association from paying the expenses incurred in holding meetings of Library Institutes. This concession under the new Act of 1909 provides for the payment of travelling and other necessary expenses of experts, and one delegate, from each board attending a meeting of an Institute. In measuring the disposition of the Government to extend help, the value of this and other aid should be ample proof of the sincerity of the expressed sympathy of the Minister of Education with the objects of the Association. Under the new Libraries Act "Regulations" it is conceivable that still further assistance might be extended.

LIBRARY INSTITUTES,

LIBRARY INSTITUTE, CHATHAM.

Owing to the change in the Provincial Government's fiscal year, formerly concurrent with the calendar year, but now expiring on October 31st, the shortened period of ten months and the conditions consequent upon the death of the Inspector of Public Libraries, only one Institute was held prior to the date named.

at Chatham on July 7th, 1909, the following delegates being present:-

Mrs. A. A. Towns, Thamesville; A. Denholm, Blenheim; Robert Parks, Manhaville; Norman Gurd, Sarnia; Judge A. D. Hardy, Brantford; E. A. Hardy, Toronto; Katherin B. Coutts, Thamesville; Miss Ida Lyons, Romney; Mrs. Wm. Newsome, Blenheim; Miss R. Harkness, Sarnia; Rev. Thomas Nattress, Amherstburg; W. J. Robinson, Ridgetown; F. P. Gavin, Windsor; Robert Revell, Walkerville; Ethel Tye, Brigden; Matthew Kelly, Watford; G. E. Norman, Shedden; A. Voaden, St. Thomas; J. W. Hamilton, Sarnia; Dr. C. R. Charteris. Chatham; E. M. Barassin, Chatham; Ina Rankin, Chatham; J. S. Reid, Chatham; W. J. Twohey, Chatham.

The library was thrown open for inspection from 9.30 until 10, when the morning session was opened by Dr. C. R. Charteris in the chair. Of the libraries in the District, the attendance of delegates was as follows: Three out of nine from Essex; five out of eleven from Kent; two out of four from Elgin West, and five out of sixteen from Lambton.

The opening address was made by Mr. Norman Gurd, K.C., of Sarnia. In a clever and masterly speech Mr. Gurd, who spoke on the subject of "The Library and Its Relation to Local Society," emphasized the importance of fostering patriotism and a knowledge of our own country in the minds of the young through the instrumentality of the Public Library.

Dr. Voaden, of St. Thomas, another experienced library man, gave a valuable talk on "Some Difficulties in the Classification and Cataloguing of Books."

Mr. E. A. Hardy, Secretary of the Ontario Library Association, in a practical discourse, pointed out the need of and the standard that should be set in respect to "Qualifications of Librarians' Courses of Study, Certificates," etc.

Before the morning session adjourned a resolution was passed regretting the untimely death of Mr. T. W. H. Leavitt, the late Inspector of Public Libraries for Ontario. A copy of the resolution was forwarded to the Minister of Education.

The delegates were entertained at dinner at the Hotel Garner.

The programme for the afternoon session read as follows:

Afternoon Session.

- 1.30-2.00-Election of Officers.
- 2.00-2.30—Words of Greeting: Mayor Westman, A. B. McCoig, M.P., D. A. Gordon, M.P., G. W. Sulman, M.P.P., Matthew Wilson, K.C.
- 2.30-3.00—"Library Grants, basis of." A. Denholme, Blenheim.
- 3.00-3.30—"Technical Education in Public Libraries." T. W. H. Leavitt, Toronto, Inspector of Public Libraries.

(Mr. Leavitt's death occurred before the meeting, but after this programme was printed.)

- 3.30-4.00—"The Modern Public Library and Its Policy." A. B. Carscallen, Wallaceburg.
- 4.00-4.30--" Books for Boys and Girls in Public Libraries." Walter R. Nursey, Toronto.

(Mr. Nursey was unable to attend.)

4.30-5.00—Address. Judge Hardy, Brantford, President Ontario Library Association.

As will be noticed the name of the late Inspector of Public Libraries, Mr. T. W. H. Leavitt, appears in the list of speakers. Mr. Leavitt was to have spoken on his favourite topic, "Technical Education in Public Libraries." The above programme was printed before Mr. Leavitt's death, which occurred on June 21st previous. A sad interest attaches to the above, as it is the last announcement in print of Mr. Leavitt's appearance as a public speaker.

As no account of the afternoon session was obtainable, the report of the proceedings at Chatham are unfortunately incomplete.

LIBRARY INSTITUTES HELD SUBSEQUENT TO OCTOBER 31st, 1909.

The encouragement given by the Legislature, and the Ontario Library Association, and the effort of the Department to extend the system of Library Institutes, justifies the hope that the Province will soon be covered.

While this report, strictly speaking, is supposed to deal with the history of the Inspector's branch during the ten months only, ending 31st October, 1909, the subsequent events in November bear out the prediction in the preceding paragraph and are entitled to notice.

The greatest care should be taken in arranging the programmes of the Institutes, so as to make the proceedings especially interesting to the workers in the smaller libraries.

After some correspondence, arrangements were finally made to hold Institutes at St. Catharines, November 9th; Brantford, November 10th, and Ottawa, November 17th. These were held in the order named, the attendance in each case proving that a widespread awakening is taking place among the Librarians and Library Boards of the Districts interested. Brief notice of these follow:

ST. CATHARINES LIBRARY INSTITUTE.

The St. Catharines Institute, which was conceded to be the best held in the District, was called to order by Sheriff Dawson, Chairman of the Board, with a stirring address of welcome, followed by speeches from Mayor Campbell and Dr. Jessop, M.L.A. The delegates and experts were entertained at lunch by the Library Board at the New Murray Hotel. These were His Honour Judge Hardy, of Brantford, President of the O.L.A.; Col. Carlisle; Miss Jessie Witmer, of the Public Library, Niagara Falls, N.Y.; Miss Louise More, Niagara Falls North; Miss I. Geary, Niagara Falls South; Mr. J. C. Moffatt, Smithville; Mr. M. J. Dalton, Fonthill; Mr. J. McNiece, Welland; Mr. R. L. Hamilton, Welland; Mr. James Aitcheson, Thorold; Mr. D. E. Miller, Port Colborne; Mr. G. Smith Macdonald, Port Colborne; Dr. Comfort, Beamsville; Dr. Crawford, Niagara Falls, N.Y.; Mr. W. C. Lunan, Merritton; Mr. John Coy and Mr. W. J. Robertson, Library Board, St. Catharines, besides many citizens and members of the press.

Programme—Morning Session.

10.30-11.00—Inspection of Library Building.

11.00-12.00—Reception of Delegates. Addresses by Sheriff Dawson, Chairman of Board; Mayor Campbell, Dr. Jessop, M.L.A., E. A. Lancaster, M.P.

Afternoon Session.

2.00-3.00—" Problems of the Small Library." Miss Janet Carnochan, Niagara.
(Miss Carnochan unfortunately was unable to attend.)

3.00-4.00—"The Relation of the Library to the Public Schools." Miss Witmer, Niagara Falls, N.Y.

4.00-5.00—Address by His Honour Judge Hardy, President of Ontario Library Association.

At the afternoon session a most instructive paper was read by Miss Witmer, "On the Relation of the Library to the Public Schools," based upon her own work, followed by a ringing address by Judge Hardy on general library topics. Chief of these was the subject of technological work in the Libraries, the education of the artizan by means of a study course through the medium of the Public Libraries of the Province instead of through United States Correspondence Schools.

An entertaining and humorous speech was made by Mr. John Coy, Chairman of the Book Committee, on the topic of fiction and book selections, in which he advocated greater latitude and expenditure on good fiction, reminding the audience that it "was not always little children that read fiction."

Evening Session.

8.00 p.m.—Address by Mr. E. A. Hardy, Secretary of Ontario Library Association.

Address by Mr. W. R. Nursey, Inspector of Public Libraries.

Address by Dr. King, Medical Health Officer.

Address by Members of Local Board.

At the evening session an admirable address was delivered by Mr. E. A. Hardy covering many library subjects, and reviewing the history of Library Institutes.

An instructive paper was read by Dr. King, Medical Health Officer, on the important question of Hygiene and Book Disinfection, the meeting closing with a talk by Mr. Nursey, the newly appointed Inspector of Public Libraries, on the relation of the Inspector to the Library world; the work already inaugurated by the Department of Education; the field yet to be developed; the steps that might be taken to save the smaller libraries, with explanations concerning certain features of the new Public Libraries Act.

The proceedings closed with congratulation at the success of the meeting from many delegates, and an able speech by the Chairman, promising on behalf of the Library District a still greater gathering for another year.

Owing to a misunderstanding as to what libraries rightly belonged to the St. Catharines District and what to the Brantford District, several rural libraries were unrepresented.

BRANTFORD LIBRARY INSTITUTE.

On the day following the St. Catherines Institute the Third Annual Meeting of the Public Library Institute of the Brantford District was opened in the presence of a record gathering of delegates and members in the Museum Hall of the Carnegie Library Building.

The arrangements which had been well made by the energetic Secretary, Mr. E. D. Henwood, Librarian, were carried out without a hitch.

Programme—Morning Session.

Wednesday, November 10th, 1909.

- 10.30 a.m.—1. Inspection of the Brantford Public Library.
 - 2. Reading the Minutes of the Second Annual Meeting of the Library Institute.

- 3. Opening Address—"Municipal Control of Rural Libraries," Dr. E. E. Kitchen, President.
- 4. Paper—"The Selection and Purchase of Books for Public Libraries," W. D. Carson, (Librarian Public Library, London).
- 5. Address—"Some Library Problems," A. E. Hardy, (Secretary O. L. A., Toronto).
- 6. Paper—L. J. Burpee, (Librarian Public Library, Ottawa).

Afternoon Session.

2 p.m.—1. Address of Welcome, Mayor Wood.

- 2. Election of Officers for the year 1910.
- 3. Address—"Canadiana," T. G. Marquis.
- 4. Question Drawer.
- 5. Address. Walter R. Nursey, (Inspector Public Libraries).
- 6. Conference—"How Far the Public Library Can Aid in Technical Education."—Introduced by His Honor Judge Hardy, President O.L.A.

The Public Library Institute of Brantford District comprises all the Public Libraries in the Counties of Brant, Norfolk, Oxford and Wentworth.

Though special arrangements had been made for a report of the proceedings, the "copy" in transmission from Mr. E. A. Hardy to the Press was lost. This is regrettable.

The quality and range of the discussions was of a high order. An excellent address was given by the President of the Institute, Dr. E. E. Kitchen, and a clever paper on the subject of "Canadiana," by Mr. T. G. Marquis the well known author.

Judge Hardy, President of the Ontario Library Association, opened a discussion on "How far the public library can aid in technical education," emphasizing the fact that the public libraries of Ontario were neglecting an opportunity which was being taken advantage of by correspondence schools. Mr. W. D. Carson discussed the "Selection and Purchase of Books for Public Libraries," Mr. L. D. Burpee. "Some Things to Avoid," while Secretary Hardy referred to "Some Library Problems." Inspector Nursey reviewed the plans of the government in respect to library aid.

Among the delegates present were the following:

E. E. Kitchen, St. George; W. D. Carson, London; William Imrie, Tillsonburg; W. McGuire, Tillsonburg; Dr. M. Steele, Tavistock; Chas. Strongfellow, Ingersoll; W. M. Darling, Harrington West; O. Hunter, Hamilton; A. E. Green, St. George; J. M. Moyer, Lynden; M. E. Mylne, Paris; Amelie A. Poldon, Norwich; Mrs. E. Eadie, Gertrude Malcolm, Scotland; Della Griffin, Waterdown; Janet C. McKellar, Ingersoll; J. G. Gibson, Ingersoll; J. J. Howlett, Glenmorris; E. A. Hardy, Toronto; D. M. Grant, Sarnia; W. S. S. Johnston, Plattsville; James J. Steele, Dundas; J. W. Gavey, Woodstock; M. C. Robb, Woodstock.

OTTAWA LIBRARY INSTITUTE.

The first Annual Public Library Institute for the Ottawa District was held in the lecture room of the magnificent Carnegie Library, Ottawa, Wednesday, November 15th, 1909.

The programme embraced topics of a practical character and of peculiar interest to the smaller libraries.

The Public Library Institute of the Ottawa District comprises all the Public Libraries in the Counties of Prescott, Glengarry, Stormont, Dundas, Russell, Carleton, Grenville, Leeds, North Frontenac, Lanark and Renfrew.

In the temporary absence of Mayor Hopewell—who subsequently with members of the Board of Control and City Council entertained all those attending at lunch.

Dr. Otto Klotz, Chairman of the Local Library Board presided.

The meeting was characterized by marked enthusiasm and some exceptionally briliant contributions on Library work. The success of the gathering being largely due to the executive ability of Mr. Lawrence J. Burpee, the librarian.

Dr. Otto Klotz, whose reputation is continental, acted as Chairman and delivered a most instructive opening address.

The programme was as follows:—

Morning Session.

10.00-11.00. Inspection of Carnegie Library.

11.00-12.00. Words of Welcome.—Mayor Hopewell, Ottawa; Dr. Otto Klotz, Chairman, Library Board; Walter Nursey, Inspector Public Libraries.

Afternoon Session.

- 2.00-2.30. The Modern Library-C. H. Gould, Librarian, McGill University.
- 2.30-3.00. Popularizing the Library.—Mary S. Saxe, Librarian, Westmount Public Library.
- 3.00-3.30. Work with the Children.—Annie A. Masson, Children's Librarian, Carnegie Library, Ottawa.
- 3.30-4.00. Cataloguing for Small Libraries.—Ruby M. Rothwell, Cataloguer, Carnegie Library, Ottawa.
- 4.00-5.00. Book-Selection and Book-Buying.—E. A. Hardy, Secretary, Ontario Library Association.

At the afternoon meeting Mr. C. H. Gould, Librarian of McGill University, and President of the American Library Association, delivered a most instructive address on "The Modern Library." This was followed by a witty and interesting paper from Miss Saxe, Librarian of the Westmount Public Library on "Popularizing the Library." Miss Annie A. Masson, Children's Librarian at Ottawa, outlined her "Work with the Children," and Miss Rothwell discussed "Cataloguing for Small Libraries, supplemented with black-board illustrations, the interest of the members being sustained from start to finish, while Mr. E. A. Hardy, the always ready Secretary of the O. L. A. spoke on the all important subject "Directions relating to Book-buying and Book Selection." Inspector Nursey talked on the relation between the inspector and the library and the absorbing topic of how to assist the smaller libraries.

Among the invited guests outside the Province, were Librarian Gould of McGill, Miss Saxe, Librarian of the wonderful Westmount library of Montreal, Miss Charlton of the McGill Medical Library, and M. de Crevecceur of the Fraser Institute Library of Montreal.

Arrangements have been practically completed for the holding of Library Institutes at Stratford, January 17th, London, January 18th, and Collingwood on January 20th, 1910. In addition to these other Institutes are assured for Berlin, Orangeville and Lindsay during February, and perhaps another, thus completing a circuit of eleven Institutes in nine months compared with one in 1907.

SPECIAL NOTICE.

The special attention of all Secretaries of Library Institutes and all experts invited to attend, and of delegates whose attendance is supposed to be compulsory, is drawn to the following extracts from Section 26 of the Public Libraries Act of 1909:

"26.—(1) Subject to the Regulations, the Minister may

(a) Provide for the establishment of library institutes and for the holding

of the meetings thereof;

(b) Employ library experts to attend library institute meetings and pay their travelling and other necesary expenses in going to, staying at and returning from the meetings, but nothing shall be paid to them for services;

(c) Pay the travelling and other necessary expenses of one delegate from

each board in attending a meeting of the institute.

(2) If a board, after having received notice of the date of holding a meeting of the library institute does not send a delegate to such meeting the Minister may withhold a sum not exceeding \$5 from the next government grant payable to the board."

While the Minister of Education has made provision for the holding of the institutes, as above, and relieved the Ontario Library Association of the expense of conducting the same to the extent named, no money for the expenses of any expert or delegate attending will be paid, unless the name of such delegate or expert is duly inscribed on the register of attendance, kept by the secretary of the meeting, with the day and hour of arival.

A special blank form, on which must be entered the items of each individual's expenses, will be handed everyone entitled to receive the same when registering, and must be duly filled in and signed by the recipient, with vouchers when necessary, and in accordance with the instructions printed on the form, and in compliance with the requirements of the Provincial Auditor. Unless these simple conditions are observed no payments can be made, and unless application for expenses is made at the time, it cannot be made subsequently.

INSTRUCTIONS FOR DELEGATES AND EXPERTS.

In submitting statement of expenses, the following particulars are *positively* required by the Provincial Auditor in every case:—

1. Original vouchers for all Pullman or sleeper fares, no matter what the amount, and for each and every item of expenditure of *One Dollar and over*, excepting ordinary return railway fare.

2. The items requiring vouchers are: Boat fares, Pullman or sleeper fares,

meals on train or boat, hotel and board bills, cabs, livery hire, omnibus or other conveyance, odd meals.

3. Hotel or board bills must be receipted and show the number of days and

the rate per day.

4. All charges of one dollar or over for which vouchers are not produced will be struck off the statements before presentation to the Auditor.

Some Pertinent Questions and Answers.

These were to have been asked at the Brantford Institute, but had to be deferred owing to lack of time.

Brief "offhand" answers to the questions are here given by the Inspector.

(1) The best means to get children to take an interest in Juvenile literature, Folk-lore, Fairy tales, and gradually a little forward, or how to reach the parents to get them interested—a not easy problem in small cases.

Answer.—1. One of the best means to get children interested in Juvenile literature is to establish a regular "Story Hour" on the plan described in Miss Spereman's report (see page 372).

(2) Would it be better to invest our money in books that would be read and get a smaller Government grant, or invest in books that would not be read so much and get a larger grant?

Answer.—2. The true aim of a library should be to elevate the standard of literary taste, hence "quality" minus some cash should be a better principle to pin to than "quantity" plus more cash and a lowering of the standard.

(3) What is the best manner of keeping record of addresses of card-holders and guarantors?

Answer.—3. Card Catalogue.

(4) What is the best manner of treating card-holders who ignore notice to return books?

Answer.—4. The reader who refuses either to return a book or its price in cash breaks the 8th Commandment. If the spirit of such a one remains contumacious after courteous entreaty, hale him before the magistrate.

(5) How is a fine to be collected?

Answer.—5. If the sinner remains recalcitrant debar him from library privileges and put his name on the "black list."

(6) Why are there so many decadent Libraries? In 1907, fifty-nine were removed from the list entitled to participate in the Legislative grant, and seventy-three more may be removed from the list if they do not report in 1908.

Answer.—6. The "decadent" library is primarily due to the apathy or ignorance of the community. On the editor of the local paper rests much of the responsibility. A happy combination of bachelor editor and spinster librarian would seem to present one solution of the problem.

(7) Are the regulations of such a character that small Libraries with limited incomes cannot fulfil them?

Answer.—7. The "regulations" will, it is believed, be found to be of such a character that small libraries with limited incomes should be able, if they do their part, to live up to the requirements. If much is expected from a Government, so also equally much is expected from every community, library board, secretary and librarian. One function of the legislature is to foster, co-operate and grant mone-

tary aid to help maintain every worthy institution proportionate to its admitted importance and to the extent that the resources at the country's command will permit; provided always that the Government can justify its appeal to the legislature by producing evidence that the petitioners for help, whether individual or corporate, can "show why." In the case of established and in part self-sustaining institutions, the government must in a measure be influenced by the principle of paving on a basis of "results." Hence, precedent to any request for further aid, or any aid, a community either anxious to establish a library, or to get additional aid to one already established, must be prepared with a fair explanation of its exact position. It should be prepared to show whether the steps it has taken are the all and only ones possible in the circumstances—whether it has exhausted every effort to arouse the interest of the municipality to properly contribute, and the community to obtain a membership sufficient to justify it in organizing a library. Failing this it is far better to wait awhile and be served by a travelling library, than to open with a flourish of trumpets and put up the shutters in a twelvemonth. The bankrupt library is a humiliating spectacle. Upon the grounds as stated, the argument of any library for increased legislative aid should be based.

These remarks are not intended to convey the idea that the spirit of library expansion, that now happily stalks the land, should be discouraged. On the contrary every barrier should be removed and every possible encouragement extended, as indeed it is by the legislature and the Government—with necessary limitations—but it is worse than folly to embark in any business, especially the library business,

where dissolution and discredit follows.

The local circumstances and conditions of very few libraries are exactly alike. Each should be dealt with on its individual merits. It is obviously impossible that the Inspector of Public Libraries can hope to at once become personally familiar with the inner story—the family history—of each library in the Province. We have, however, auxiliary machinery. Let us use it. I would suggest that steps be taken by the Ontario Library Association to reach some working arrangement with the executive of every District Library Institute by which the latter will collect special data in respect to any decadent libraries in its own district. The results of these enquiries should then be placed before the Ontario Library Association, through whom, accompanied by a report embodying its own views and conclusions, a summary of the status of the smaller libraries in each respective Institute district could be submitted to the Minister of Education for final investigation by the Inspector. A judiciously paternal government can be depended upon to do the rest.

(8) Will not the enforcement of the introduction of the Decimal System of Cataloguing in the small Library compel a large number to close up on account

of lack of means to make the change?

Answer.—8. The "enforcement" referred to, if any, rests with the Minister of Education after full consideration of the facts in each instance. The article on

Classifying and Cataloguing (page 374) fully meets this question.

(9) When the Library has less than \$200.00 yearly income from all sources to pay for lighting, heating, rent, and Librarian's salary, papers and magazines for reading-room, purchase of books, etc. (which is the case with many Libraries), should not the regulations be favorable to their continuance, than compel them to cease to exist?

Answer.—9. The answer to this is embodied in reply to question 7 above.

(10) Is it desirable to lay aside a book when a borrower requests it and leaves his card for it? Should a small fee be exacted for the privilege?

Answer.—10. Yes, for a reasonable time with a reasonable fee.

(11) Is this meeting in any way connected with the Ontario Public Library Association, or is it purely a separate matter organized, or rather entirely financially aided, etc., by the Education Department?

Answer.—11. The Library Institutes would seem to be the offspring of the Ontario Library Association, and at present are "conducted" under the auspices of and by the latter, co-operating with the Department of Education and its Inspector of Public Libraries, the Department practically paying the entire expenses of conducting the meetings, as defined by the Act of 1909, subject to the Regulations. The origin of these Institutes is the consequence of an additional grant voted by the Legislature to the O. L. A. in 1907, who, upon the strength of the increased amount, decided to hold a "Library Institute" at Brantford, the first of the now splendid series. The business relations between the O. L. A. and the District Library Institutes require re-adjustment.

(12) What is being done to regulate the reading of fiction throughout the district?

Answer.—12. The payment out of the Legislative grant of a greater proportion for non-fiction books than for fiction, and hence the gradual raising of the literary standard.

(13) What system seems to be given preference for cataloguing, and keeping a proper record of books in a Public Library?

Answer.—13. The Dewey Decimal System of card classifying and cataloguing.



Wardsville Public Library, a good specimen of the progressive smaller library.

TRAVELLING LIBRARIES.

The appended list shows the number of Travelling Libraries and the places to which they were sent, from the Department, during the eleven months commencing the 31st of December, 1908, to the 31st of October, 1909, inclusive. Those marked with an asterisk are new places whose names have not appeared on previous lists:

LIST OF TRAVELLING LIBRARIES.

Fixed and open-shelf collections, showing Cases loaned during the eleven months ending October 31st, 1909.

Armstrong's Mills	1	Inglewood	1
Avton	1	Kintore	2
*Allenwood	1	*Kemble	1
*Auburn	$\overline{2}$	King	1 3
Allenford	1	Laurel	î
*Armow	$\overline{2}$	*Lakeside	$\overline{2}$
Ashworth	ī	*Lemonville	1
Aspdin	$\frac{1}{2}$	Lyn	2
	ĩ	*Mallorytown.	1
Annan	$\frac{1}{2}$	Marmora	2
Bayside	1	*Mount Brydges	$\frac{2}{2}$
Biscotasing			_
Bardsville	2	Massey	1
Burk's Falls	2	*Maynooth	2
Barrie	3	Manotick	1
Beth any	1	Newburgh	1
Burford	1 .	New Lowell	1
Brinston	1	New Durham	2
Belmont	1	Norwood	1
*Bath	1	*Oakwood	1
*Brooksdale	1	*Ospring	1
Bird's Creek	1	Port Sydney	1
Brockville	î	Paris W. I.	$\tilde{2}$
Bala	i	*Phelpston	ī
Cranbrook	3	Port Rowan	2
	1	*Ridgeway	Ā
Conn*Callandan	1	*Ridgemount	1
*Callander	1	Richmond Hill	1
Canfield			1
Carp	1	Rockwood	1
*Cobourg	1	Rodney	1
*DeCewsville	1	Sarnia	1
*Elgin	1	*Strange	1
Essex	1	*Sidney Crossing	1
Elizabeth ville	1	*St. Joseph Island School Sec., No.1	1
*Elmwood	1	*Sterling	3
*Frankford	1	Sulphide	2
*Forest	1	*Shetland	1
Gravenhurst	1	Sheguindah School Sec., No. 4	1
Goderich	$\overline{2}$	Thorold	1
Gorrie	1	Weston	1
Horning's Mills	3	Whitby	2
Huntsville, (Birkindale branch, Women's		Wardsville	1
Institute)	1	Waterdown	î
	1		
Harrow	1	1	116
Harrietsville	2		1.10
Hagersville	4		

NOTE.—Of the above total of 116 cases sent out, 38 cases were sent to new places. These latter are indicated by an asterisk.

The circulation of the Travelling Libraries, which was in full swing up to the time of the late Inspector's illness last summer, (it was virtually Mr. Leavitt who originated the travelling library in Ontario), was greatly interrupted through that account. Pushing the library out where most needed requires tireless energy, and intimate acquaintance with local conditions, and of the territory exploited; also "much inventive genius and a practical knowledge of the principles of advertising." Without the practical application of these qualities only a limited use of the libraries will result.

At the time of Mr. Leavitt's death arrangements had almost been completed by which it was planned that the present Inspector should take the field and enter upon an active missionary campaign. These plans, for the reason given, were upset and what was hoped would have proved a record season, has resulted in some disappointment. An immense amount of work has been done in the way of compiling Annotated Catalogues, classified under the Dewey-Decimal system. Catalogues of over sixty fixed collections containing about 3,000 books, have been printed, effecting a great saving of time and expense, as compared with the duplicated typewritten lists formerly in use, and proving of much assistance to libraries and communities applying.

The total number of books purchased for Travelling Libraries approximates 8,000, exactly the same number of books as comprise the Travelling Libraries in the State of Colorado, and 1000 more than in the State of New Jersey. These are now entered in an alphabetical accession book, showing the title, name of author and case number. Another register contains the story of each library's travels. About 60 of the 165 cases formerly in use and containing 60 volumes each, were found to be unwieldy. These cases are being cut down to contain about 40 books each, making all the cases uniform in size. By this means I have released 1,200 books and increased the total number of cases to 200. This, it is expected, will allow a more constant, periodic exchange of cases and serve a greater number of places.

The greater number of these Travelling Libraries circulate in small hamlets and rural districts, and the selection of books has, when possible, been largely governed by the tastes and necessities of the people to whom they should cater. Speaking generally, each ordinary Library case contains about 33 per cent. of best fiction, 33 per cent. of miscellaneous works, and 33 per cent. of books for juveniles, the latter under the new plan being classified under the Dewey-Decimal system and annotated precisely in the same manner as those for adults. The length of time that a case is allowed to remain in one place is three months, with privilege of extension.

All books of fiction are now purchased on approval only, and read before acceptance—a task made necessary by the inability to obtain absolutely impartial outside criticism—the name of authors or publishers in many instances being no guarantee of the real character of a book. All books of a controversial nature in respect to religion, or books containing attacks on any religious sect are promptly rejected.

The value and influence of a Travelling Library in any community cannot be overestimated. It carries "sweetness and light" into remote places and converts the otherwise dreary hours of a winter evening into hours of helpful relaxation, entertainment, and instruction. To farmer, artizan, and lumber-jack, to housewife, and teacher, to boy and girl, it is as Pandora's box. The Travelling Libraries branch of the Department was never better equipped for "business" than now and only needs the necessary human machinery to develop to the full extent it capacity and the fulfilment of its purpose.

Travelling Libraries are loaned free from charge to:

(a) Small struggling libraries.

(b) Groups of taxpayers living in hamlets.

(c) Rural communities.

(d) Women's and Farmers' Institutes.

(e) Mining, mill, and other industrial companies in New Ontario.

(f) Poor schools, not possessing a school library. (Loaned only under pressing needs.)

Special Travelling Libraries are loaned to:

- (a) Public Libraries in industrial centres: technological collections, for the use of artizans and mechanics.
 - (b) Public Libraries. Collections for children only.
 - (c) Public Libraries. Collections for young men and women only.
 - (d) Library Boards. Library upon construction.
 - (e) Library Boards. Library on administration.
 - (f) Library Boards. Library upon Cataloguing and Classification.
- (g) Study Clubs. Library upon Canadian History or special literary subjects and travel.
 - (h) Individuals. Special collections of books for reading course.

Those who make application to the Minister of Education for a Travelling Library should be alive to the fact that its custodian must be an interested librarian in its truest sense. Being absolutely free to all it is the "advance" guard, the forerunner of the Free Public Library that will follow. It demands publicity. The nearest local paper, if one exists, should announce its advent with headlines, and print a list of its contents. A store is more suitable for its reception than a private dwelling, a barber shop better than an undertaker's. So long, however, that room is found for it in charge of a sympathetic distributor, it matters little where it is located provided its presence is known to every one in the locality.

There is a wilderness in the northern portion of both old and new Ontario, the isolated settlers in which are calling loudly for books, and these places and people can only be served through the medium of the Travelling Library. Applications are now coming in from comparatively remote districts. Manitoulin Island has for In the lumber camps of the Temiskaming some time been a regular customer. the Travelling Library label is becoming as familiar as the cawing of the ravens, while from Thunder Bay an earnest appeal has been received for twenty cases. These latter, it is hoped, will serve a circuit, the radiating centre of which will be Fort William on the Kaministiquia.

Blank forms of application for Travelling Libraries with full instructions can be obtained upon request from the Department.

цds.

.—mostly fiction.

Special Library Work by Miss Patricia exists and free access is

In May, 1908, acting upon the recommendation of ister of Education secured the services of Miss Patrilibrary for the children. They ian of Sarnia Library. Having given specialnetion. I gave one "Story Hour," Miss Spereman was regarded as being welblished the children's department in the have followed her efforts indicate that the selection was a wise one. As time progressed it was found that in addition to the work of organizing the Children's Department, Miss Spereman's services could be utilized in introducing the Dewey-Decimal system of classifying and cataloguing in libraries needing the same. Having a practical knowledge of card cataloguing sufficient for the purposes of the smaller libraries, this work has been continued with advantage.

Miss Spereman had also been directed to give lessons in repairing damaged books and in book-binding. She had been furnished with an outfit invented by Mr. Henwood of the Brantford Public Library, from whom she had received practical instruction. This branch of industry, though welcomed by many librarians, proving too onerous for a woman, has, as regards Miss Spereman, been discontinued. It is the intention, however, in the ensuing year, to arrange for the work to be carried on by a qualified official of the Department. He will be prepared upon application, approved by the Minister, to visit any library and give all necessary instruction in mending and binding of otherwise discarded books, free of cost to the library, thereby relieving many struggling libraries of a portion of their annual income hitherto expended on this account. Mr. Henwood states that the total cost of re-binding a book in the Brautford Library by himself, averages only four cents a volume exclusive of his time, which is given, when not otherwise occupied, free, as against 25 cents to 40 cents, the price charged for similar work at the regular bindery.

Miss Spereman's mission has also been to make a feature of "A Story Hour for Children," and meetings have been held in the library buildings, school-houses and other halls in many places wherever practicable, and with gratifying success.

I happened to be present on one of these occasions—at Gananoque—and was an interested witness of the proceedings, and so can bear personal testimony to the value of the work if the attendance and the enthusiasm displayed by a big room full of children at the Gananoque school is any criterion.

I clip an item from the Gananoque Reporter of Oct. 30, 1909.

"Youthful Reporters.—Public School Pupils Display Unusual Talent..

"Last week Miss Spereman, of Toronto, who is engaged in cataloguing the books of the Public Library, delivered an address on Nelson, at the Stone Street School, which was appreciated by the pupils. Mr. Linklater instructed three of the pupils—John Gould, Elsie Kenny, and Douglas Ryan—to take notes and write out a report of the address. The result is given below. The pupils named each took notes and afterwards retired to compare, and the report is the joint efforts of the three. It is published just as it was written, the manuscript being clean and legible and well punctuated, a point which usually receives scant consideration by those who contribute newspaper copy. None of the pupils are over twelve or religious years of age, and are entitled to the highest commendation on their first

The value overestimated.

The Children's Account.

the otherwise dreary on being the anniversary of Trafalgar Day, Miss Spereman, entertainment, and instralassifying the books of the Public Library, addressed the and teacher, to boy and gracehool. She gave them an account of the life of one branch of the Department waters, Horatio Nelson.

and only needs the necessary hum. I she has classified the books of the Public capacity and the fulfilment of its purpose a books have been placed by themselves,

and a special catalogue made out. When she finished this, she told them of Nelson." Then follows an admirable and slightly condensed report of Miss Spereman's address.

REPORT OF MISS PATRICIA SPEREMAN.—CHILDREN'S LIBRARIAN.

The report of my work in the interest of the Public Libraries covers the period of seven months. In addition to organizing the Children's Department, I have catalogued and classified libraries under the Dewey-Decimal system and put in new charging systems. Instructions have been given in the repairing, mending, and marking of books and also in book binding. For lack of funds, many of the libraries have not been able to have these necessary improvements. Following is a list of libraries visited and a brief account of the work done in each:

St. Catharines.—I gave instructions to the librarian and assistant in mending and repairing of books, as well as book-binding. The Board were not quite ready to have a childrens' department established; although a room had been set apart for their use when the library was built. The selection of books for children was very good, and the members of the Board will build up this branch of the library.

Woodstock.—This library contains about 400 books for children. No age limit exists. A special corner of the reading room has been set apart for the use of the children, where they find the current numbers of magazines for children as well as the bound numbers. I gave two "Story Hours;" with a total attendance of about 250 children—this "Story Hour" is to be continued every Saturday afternoon by the assistant librarian. I gave instructions in classifying and cataloguing as well as in the mending and repairing of books and book-binding.

Cobourg.—There are about 300 books for children in this library. These books are well selected, but mostly fiction; the Board decided to build up this section of the library. I gave one "Story Hour," with an attendance of over 300 children. Free access is allowed to all the books, and no age limit exists. I classified the entire library and gave instructions in the writing of the card catalogue, as well as in the repairing and mending of books and book-binding.

Smith's Falls.—There are about 300 children's books in this library. They have all been classified and catalogued according to the Dewey-Decimal system. It is the intention of the Board to remove these books to one of the reading rooms, where low shelves have been built and where the children can have free access to the books. No age limit exists. Instructions were given in book-binding, as well as in mending and repairing.

Norwood.—There are about 150 children's books here—most fiction. I classified and catalogued the whole library and established a children's department. I gave instructions in the mending and repairing of books. This library is very desirous of having more improvements, but are held back by lack of funds.

Oshawa.—The library contains about 300 books for children—mostly fiction. I established the children's department and also classified and catalogued the whole library and put in a new charging system. No age limit exists and free access is allowed to all the shelves.

Gananoque. There are about 250 books in this library for the children. They have been well selected, particularly the non-fiction. I gave one "Story Hour," with an attendance of about 80. I established the children's department in the

library, where I hope they will soon have free access to the shelves. No age limit exists. I also classified and catalogued the whole library and gave instructions in the proper re-marking of the books.

Brockville.—I came to this library on October 28th and as yet have not com-

pleted the work.

PATRICIA SPEREMAN.

No charge is made for Miss Spereman's services, application for which should be made by Library Boards without waiting to be reminded by the Department of Education—and as long as possible in advance of the time when her services are desired.

CLASSIFYING AND CATALOGUING.

The point has been raised that the compulsory imposing upon the smaller library any fixed system of classifying and cataloguing would be an injustice—an additional expense which many small libraries would find impossible to meet. In this connection it should be remembered that the only expense that the library would be called upon to bear would be the cost of equipment.

This has been stated by Mr. A. W. Cameron, late of Streetsville, who established a model library there, to be about \$36.00 for a library of say 2.000 books. I append Mr. Cameron's figures:

"Our supplies," states Mr. Cameron, referring to Streetsville, "included the Library Bureau accession book; the books recommended below; a nine-tray cabinet for three by five cards, 6,000 best cards at \$3.50 per M., 300 guides and 2,000 book labels.

"The total cost was about \$50.00, but we have sufficient supplies for 3,000 books. I would recommend for small libraries the following:

Work-

The Condensed Accession Book (5,000 vols.) The Abridged Decimal Classification The Cutter 2-fig Alphabetical Order Table	\$ 5 50 2 00 1 50
Reference—	\$9 00
Simplified Library School Rules	
	\$2 00
6-tray Cabinet, 4,500 cards, 200-300 guides	\$25 00
Total cost about	\$36 00"

An analysis of the records shows me that at the end of the year 1908, there were 161 libraries in Ontario that owned less than 2,000 books each, and 71 libraries that

contained over 2,000 books each and less than 3,000. It is safe to say that very few of these 232 libraries have their books classified or catalogued on the Card System. Those that have not are now given the opportunity to get this important, but not absolutely essential or compulsory, work done for the mere cost of material—as the Department, upon application, subject to arrangement—is prepared to give the services of an expert to introduce and establish the Dewey-Decimal System of cataloguing free to any library board applying.

Applications for Miss Spereman's services will be considered—other things being even—in the order they are received by the Department.

The great value of the Card Cataloguing System rests not only in the fact that when once established there is practically no further expense, as incurred in printed or typewritten catalogues, but that the library, like a bank, writes up to date, daily, and completes for to-morrow's reference its alphabetical index of books by author and title, purchased since its inception and up to closing time to-day.

A FEW HINTS

As to Procedure in taking over a Small Library for Classification.

- (1) In taking over a number of books, as for instance those of a small Library which has to be classified, previous to cataloguing, the first important thing to do is to withdraw all the *Fiction* and arrange it alphabetically by author and subarrange by title.
- (2) Divide other books in all general classes. Do this quickly and without marking anything on them.
- (3) Classify each book under its proper class. One subject at a time, putting the classification on a piece of paper in the book or on the bookplate.
- (4) Arrange all the books, which are in a single class, into alphabetical order by Author to avoid over-lapping in the case of books by the same person.
- (5) Apply Dewey-Decimal or Cutter number after classification on the bookplate.
- (6) Turn over to typist for Cataloguing and shelf-listing. Call-number may be put on the shelf-list by machine (typewriting), but on all catalogue cards (if written by a practised hand), hand-writing is more distinct.
- (7) Put call number on all catalogue cards (except on references) and label books on outside of back cover, taking care to remove the glaze and placing the labels at a uniform distance from the bottom of the back binding of the book.

In which the Dewey System of Card Cataloguing and Classifying has been wholly or in part installed by her in the Juvenile or Adult Departments.

As compiled from Annual Report. SUMMARY OF REPORTS UPON LIBRARIES VISITED BY MISS SPEREMAN.

veluer.	Remarks,	Juvenile books in stack-room and not separate. Library splendidly	Justing and Justing Instruction in classifying and	Stagmant. Board in favor of improvements.	Juvenile, mostly fiction. No funds. Very anxious to improve.	Board and librarian anxious for improvement. *No free access to fiction. *No free access to fiction.	Splendid Children's Department, Catalogued and classified.	INOT ready. Enthusiastic about Children's Dept. Splendid selection invenile books. Classified and catalogued. *Adults'	_	fiction. Board divided as to value of Children's Department. Children's Department neglected. Improvement promised.	Yes Juvenile, mostly fiction, but will cut down. Age limit reduced from	14. Well selected books. Juvenile, mostly fiction. Attendance of children encouraged. Invenile hocks well selected. Hone for free access some	Juvenile, mostly fed of the selected. Progressive Board.	Juvenile, mostly netion. Limited linds. Apathetic. Juvenile, mostly fiction. Progressive board. Most active chairman.	No Finds.	No classification of juvenile books, Splendid library. Excellent Children's Department. Progressive Board. Splendid Children's Department. Well selected. "Stor. every Salunday.	cvery Salutary.
as compiled from Annual report.	Juvenile Department Established.	No	Yes	No				Yes		No Yes	Yes	Yes		Yes		No Yes Yes	
nea irr	Free Access.	No	Yes	No.	Yes	0 	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	740	$_{ m Yes}^{ m No}$	
S COULD	Age Limit.	12	No	No.	No	°ZZ	2 N	No No	No No	21 No	12	N N	2 N	282	1	° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° °	
AS	Instruction in Bookbinding,	Not required	Not practical	Not practical	Not practical	Yes	Yes	No	0 N N	Not practical	No	Yes	No.	Not practical	0.11	Yes Yes Yes	
	Story Hour Attendance.	009	150	75	150	200 No No	No.	300	75	ZZ O	30	350	°ZZ	222		No No 250	
	Catalogued, Adult and Juvenile,	Yes	Proceeding	No	N _o	2.Z.	Yes	0 0	m Yes	Yes Yes	Proceeding	Proceeding	Yes	Yes No		Yes Yes Proceeding	
	No. of Books, Juvenile Department.	2,400	200	250	175	0000	400	300	150 500	200	009	300	300	300	SS	300	
	Name of Library.	1 Brantford	2 Brampton	3 Goderich				10 Simcoe	11 Streetsville	13 Wingham	1909 15 Brockville	16 Cobourg	18 Millbrook	20 Oshawa	22 Richmond Hill	23 St. Catharines 24 Smith's Falls 25 Woodstock	

Statement D showing comparative condition of the Public Libraries, free and Not Free, for the Province of Ontario for the years 1905, 1905, 1905, 1907 and 1908 respectively.

	31st Dec., 1905.	31st Dec., 1906.	31st Dec., 1907.	31st Dec., 1908.
Public Libraries, not free, reporting Free Libraries not free, not reporting Free Libraries, not free, not reporting Free Libraries, not reporting Public Libraries with Reading Rooms, reporting Without Without Without "" Without "" " " " " " " " " " " " " " " " " "	242 134 92 16 16 83 159 91	233 133 100 16 84 149 92	222 130 11 886 138 729	23.48 6 6 8 6 6 8 8 8 8 8 8 8 8 8 8 8 8 8 8
Number of members in Public Libraries	(242 libraries 28,748	(233 libraries 28,138	(221 libraries 26,592	(234 libraries (26,902
" volumes in Public " " Free "	(242 libraries (473,160 (134 libraries 604 530	(233 libraries 482,024 (133 libraries	(221 libraries 480,664	(234 libraries 502,879 (131 libraries
" issued in Public Libraries	(242 libraries 673, 958) 134 libraries	(233 libraries (533,111 (533 libraries) 133 libraries	(221 libraries (556,862 (130 libraries	(234 libraries (550,826 (131 libraries
" Newspapers, Periodicals subscribed for in Public Libraries " Free "	99 libraries 1,899 (96 libraries	(1,882,986 90 libraries (1,800 (24 libraries	2,102,881 92 libraries 1,780 97 libraries	$\begin{pmatrix} 2, 421, 049 \\ 91 \text{ libraries} \\ 1, 652 \\ 99 \text{ libraries} \end{pmatrix}$
Total Receipts of Public Libraries	(242 libraries (542 libraries (\$53,085.17 (134 libraries	(4,316 (233 libraries (\$55,086.01 (133 libraries	(4,168 / 221 libraries (\$50,020.13 / 130 libraries	(4,255 (234 libraries (\$48,777.33 (131 libraries
" Expenditures Public " " Free "	\$174,323.66 (242 libraries \$47,174.23 (134 libraries	\$179,457.66 \$233 libraries \$47,152.97 \$133 libraries	\$203,143.97 221 libraries \$42,841.69 (130 libraries	\$225,017.63 \$234 libraries \$41,591.97 \$131 libraries
" Assets Public Libraries	(242 libraries \$373,468.51 (134 libraries *1 223 171 80	\$100,188,34 \$233 libraries \$374,196,10 \$133 libraries \$1,309,200,41	\$186,721.06 (221 libraries \$369,326.37 (130 libraries	\$210,376.81 \$234 libraries \$383,976.17 [131 libraries
" Liabilities of Public Libraries " Free " Balance on hand Public " Free Public Libraries incorporated Libraries removed from the list (closed)	242 libraries \$6,640.91 (134 libraries \$129,626.19 \$5,910.94 \$22,819.34	\$\(\begin{array}{c} \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\	(21) libraries \$6,270.69 [30] libraries \$130 libraries \$165,692.91 \$7,178.44 \$16,422.91 60	(\$\frac{4}{234}\$ libraries \\ \frac{53}{85},617.28 \\ \frac{131}{81} libraries \\ \frac{156}{87.185}.36 \\ \frac{87.185}{3}.36 \\ \frac{3}{814},640.82 \\ \frac{3}{20} \\ \frac{20}{20} \end{array}

THE PRESENT STATUS AND PROSPECTS OF PUBLIC LIBRARIES UNDER PARTS 1
AND 2 OF THE PUBLIC LIBRARIES ACT, 1909.

As will be seen upon reference to Table "D," while only 13 new Libraries were incorporated in the Province of Ontario during the four years ending 31st December, 1908, the libraries that failed to report for two consecutive years or to comply with the Regulations, numbered 136. The grants to which some of these might have been entitled, either in whole or in part, became forfeitable. Out of 63 defaulting for some reason for the year 1908, 40, under an elastic ruling, have been given another chance.

The cause of this alarming mortality among libraries organized in earlier days, is in part due to the fact that libraries were then often forced upon an un-



Port Elgin Public Library.

ready community by over-persistent book agents. Later, the Boards finding themselves saddled with liabilities they had not the remotest prospect of meeting, closed the doors of the library and probably of the total cost of the books, the 50 per cent. of this, paid by the Government, was wasted.

Another feature which has contributed to swell the list of lapsed libraries is the practice, among many of the smaller ones, of not making an annual report to the Department when not entitled to a share of the Legislative grant. To remedy this a regulation might be passed by which five per cent. of the next grant, payable to this class of defaulting libraries, could be withheld. One explanation, however, of the fact that there are numbers of decadent and moribund libraries, yearly passing out of existence, must be looked for in the neglect of many

Library Boards themselves to arouse local enthusiasm and their failure to raise money and expend sufficient even for maintenance much less to qualify for a share of the grant.

The story of each library differs in many respects from that of its fellows. Special circumstances should therefore be taken into account in diagnosing each separate case. A rule that may work admirably in one instance may be absolutely ineffective or inoperative in another. Inspection might disclose a remedy, but 438 libraries cannot be inspected in twelve months. To study the history of each individual library from its yearly records since its inception, while it might throw a flood of light upon the cause of its failure, and suggest the especial treatment required, is an impossible course, in the circumstances, to follow.

A general system of treatment, based on the principle of "the greatest good to the greatest number," is a safe one to adopt.

I have listened to much adverse criticism of the condition of affairs that permits, year after year, a substantial amount of the annual Legislative grant voted for libraries, to remain unexpended and revert to the Treasury. As to the share of responsibility for this state of things, that rightly attaches to the Library Association Board interested, or to purely local conditions, it is not easy to determine.

Until some plan is devised by the library workers of this Province whereby the yearly unallotted balances of the appropriation voted by the Legislature, in support of its public libraries, could be equitably apportioned, laments are futile. If those most concerned, however, are unable to take concerted counsel and suggest some practical solution of the difficulty, it might perhaps be possible, through Departmental regulation, to extend temporary relief.

Careful examination of United States statistics indicates that though great strides have been made in that country in library work, there is no individual State whose cash grants to small libraries exceeds or even equals those made for the same purpose by the Province of Ontario.

In support of this statement the following extract from the leading editorial in the January, 1910, number of *Public Libraries*, Chicago, U.S., appears at the psychological moment:

"The library activity displayed in practical, progressive lines among the Canadian Libraries should furnish stimulus to other sections represented in the American Library Association, that are somewhat lagging behind in practical work. The help given by the Government to the Ontario Library movement is worthy of emulation by many State Governments, which are too often indifferent or unintelligent in what they do along these lines."

Still another cause of there being so many decadent libraries under Part 2 of the Act, is, that the membership fees are not sufficient for maintenance. Year after year the Association Boards have to wait, "hat in hand, upon a municipal council and beg for a pittance." It has been suggested that if an active cambridge for the establishment of public libraries under Part 2 of the Act, were instituted, the people properly enthused, meetings held, and some official present to explain the progress made by libraries in other places, there is little doubt that a by-law for a library rate would carry, and with a Government grant, prove sufficient. As a further inducement for the small library to develop, its grant might possibly be increased, upon the library becoming free.

I am fully persuaded that it is of the greatest importance to put the libraries n smaller places on some permanent basis, even at the risk of the larger lib-

raries in the wealthier cities, whose income is proportionately greater—and to whom Government aid is not so vitally essential—having to make some sacrifice. By a permanent basis I imply a free library enjoying a regular municipal income and offering equal advantages to every member of the community.

A library whose income from all sources amounts to less than \$200 a year to pay for lighting, heating, rent, librarian's salary, books, papers and magazines, is justified in demanding such municipal assistance as may enable it to earn its proper quota of the money voted by the Government, but of which appropriation ten to twenty per cent. yearly—though crying to be apportioned—reverts frequently—largely through lack of proper effort on the part of the Association Boards—to the Provincial Treasurer.

While doubtless there are many difficulties—insuperable ones in some cases—confronting the formation of libraries in small villages and townships, except as Associations under Part 2 of the Act, I agree with Mr. Norman Gurd, K.C., of Sarnia, who is such a stalwart progressive, that the ideal public library is the free one, and that if the libraries not free now, under Part 2 of the Act, in towns or villages capable of supporting a free library, were to receive from the Government less than at present, they might perhaps be more easily induced to become free libraries.

Disinclination has been shown in certain instances by Library Association Boards, in even fair sized places, under Part 2 of the Act, to organize as free Public Libraries under Part 1. In this connection Mr. Gurd cites the case of a small library which is under Part 2. When asked by him why this Association did not organize as a free Public Library, the Trustee questioned replied there was no inducement to do so as they would not get any greater advance from the Government, and the income he thought would really be less as a free library under Part 1 than as a public library under Part 2.

The question arises, what other inducement should be expected by a library, than a library rate of one-half mill on the dollar of the municipal assessment, when that rate is susceptible of being increased to three-fourths of a mill on the dollar by consent of a two-thirds vote of the Municipal Council, as provided for by the new Act for free libraries, under Part 1. By some it is considered an anomaly that Government aid should be extended at all for the support of libraries which are not free to the general public. This leads up to the question whether the curtailment of the Government grant in the case of a community, which, while capable of supporting a free library, elects to remain a public library, would be just and effective?

The question as to what is the best course for the smaller library to pursue to raise funds for necessary expenses when its annual membership fee is not sufficient for the purpose—still remains unanswered. It is a question that has been raised at every one of the three Library Institutes, (St. Catharines, Brantford, and Ottawa) that I attended in November. It is the question asked of me by every librarian I have met on my visits of inspection, and it is the leading question asked of me in almost every letter received on the subject of library development, from all sections of the Province.

There is yet another direction in which it seems the smaller libraries might economize, namely, in the purchase of books. Under prevailing conditions, extreme prices are paid. If this existing method of buying—practically by retail—was

bandoned, a saving of 25 per cent. could, I believe, be effected. Twenty-five dollars would be sufficient in some instances, to save the life of a small library in extremis.

I wholly realize how difficult it is, especially for one who has but recently had in opportunity of getting into direct touch with the active library world, to suggest a solution of these problems without ample time for consideration. Holding his view I have courted the opinion of others. Investigation has, however, convinced me that only in the attendance of librarians and delegates at the various Library Institutes, from the rural districts, and through the story of their experiences and the interchange of their views, will a partial remedy be evolved to meet he situation.

I have undertaken to suggest certain ways by which the smaller libraries brough their own efforts might possibly earn a greater proportion of the unexpended balance of the appropriation, now annually forfeited. What of an extension of bounty on the part of the rural municipalities themselves? The extent of their possible assistance under the present statutory conditions has been in part explained. Could legislation be fairly enacted that would make it compulsory on the part of the municipality to grant more liberal treatment to the struggling library? Surely a library is a greater necessity than a lock-up, equally as necessary as a ball-park, and next in importance to a Public School. It is a foil to the first, a legitimate rival to the second and a powerful accessory to, and condition of, the last.

A well-known figure in the library world, a worker of national reputation, has leclared that:

"Wholesome literature can be furnished to all readers in a community at a raction of the cost necessary to teach them to read, and the power to read may hen become a means to a lifelong education. A library is an essential part of a proad system of education and a community should think it as discreditable to be without a well conducted free public library as to be without a good school." Every rural municipality should be prepared to assume its proportionate share of responsibility with the Government, for the up-keep of the library, the mainenance of the poor man's university.

It is pertinent to ask what part is the rural press taking in the cause of library dvancement? Practical suggestions along these lines are sought by the Inpector.

But no aid, whether state, municipal or individual, will be of any avail to the ibrary that remains wilfully blind to its own responsibilities and neglects to report to modern methods. To quote the words of the late T. W. H. Leavitt, man of much prescience and great common sense: "A library, where the work sobsolete and the circulation of the books retarded by absurd restrictions, should a awakened to a realization of its duties or left to linger out its term without regislative assistance."

In other words, failing to perform its duties it should cease to be a public urden.

Possessed with the belief that the master-key of the door that leads to relief hangs rom the girdle of the chairman—the janitor—of every Library Board, I think hat "rivalry" should be the slogan and that the commercial principle of "earning noney by results"—proportionate results—should be the basis recognized by the

Government in the apportionment of any additional public money for library purposes other than elsewhere mentioned. Such a method would surely arouse flagging librarians and struggling libraries to a sense of their own responsibilities and put iron into the blood of many an Association Board. To accomplish this the co-operation of every resident and the local member would be essential.

I have already mentioned that one of the reasons for there being so many decadent smaller libraries, exists in the fact that the membership fees are insufficient for maintenance. Under clause 22 of the Public Libraries Act 1909, the main condition precedent to a library sharing in the Legislative grant is that the library must have a membership of at least fifty persons over 21 years of age. In the absence of any good reasons to the contrary, and I know of none, I believe it would be to the advantage of a library under Part 2 of the Act to have the minimum above named, raised, and I respectfully recommend that the number for this purpose be increased to at least 75 in place of 50 as at present. This would be in harmony with the spirit of the Act, for in estimating the amount of Government grant to which a public library is entitled, membership fees are included in the basis of calculation. (Clause 4, Sec. 23). Hence the greater the number of members the larger the amount of fees and proportionately greater each library's share of the Legislative grant.

As it is of course doubtful if, even by this plan, the extra amount allotted would be sufficient in the case of every library, to afford practical relief, I would go further and respectfully suggest that if this plan fails to give the measure of relief expected, that out of the residue of the appropriation, if any, after the money, payable under subsections 1 and 2 of sec. 23 of the Act, has been apportioned, that the question of the payment, (a) of a maximum flat amount of \$25, or (b) a proportionate part of the same to libraries organized under Part 2 of the Act of 1909 be taken into consideration by the Minister. Payment in the case of proposition "b" to be based on the circulation that the books of each such library bears to the total circulation of the books of all such libraries.

To make this plan of apportionment equitable, the question of the population of each community served, in comparison with the total number of all classes of books in each such library, should be taken into consideration.

To arrive at the proper proportion in each case the form of annual report could be provided with columns showing the circulation, each, of fiction and non-fiction books in both adult and juvenile departments, also giving the population of each place. Indeed, this should and will be done under any circumstances.

For the purpose of this calculation and for the reason that it might help to raise the general standard of the libraries, two books of non-fiction might be recognized as being equivalent to three books of fiction.

To encourage those libraries which claim more economical administration and greater proportionate circulation of books at less cost than others, a column will in future be inserted in Tables "A" and "B" of the Inspector's Annual Report—which summarize the data contained in each public library's annual report—showing the cost of maintenance in each case. This will permit of a proper comparison being made of any two or more libraries, in respect to circulation and expediture, based on the number of books in each library. Then perhaps might fairly be introduced a sliding scale method on the principle of "payment by results."

Investigation of the grants voted by the most progressive States of the American Union, as previously referred to, contrasted with the appropriations voted by the Ontario Legislature for library purposes, places the Government of Ontario in an enviable light. The fault does not wholly rest, as many complaining librarians would have us believe, with a parsimonious Legislature, but often with the decadent libraries themselves. Fault-finding is apt to become endemic, but libraries that pursue modern methods and strive to be up-to-date in every particular should not be placed in the same category with libraries that exist in name only.

Note.—Since the above was printed I have received a letter from Mr. D. M. Grant, of Sarnia, in which he refers to the question of cheap books, not only confirming my statement, but pointing out how nearly 37 per cent. of a saving could be effected.

"While attending the Brantford Institute," he writes, "I was deeply impressed with the difficulty that the small libraries have to keep alive, and with their demand for a larger grant. . . . One solution occurred to me by which they might be helped without adding to the expense. . . . I believe it is a fact that the small library pays the very highest price for its books, owing to its not knowing where to go or how to buy to advantage. When the Sarnia Library was started nine years ago, and for a couple of years after, we were nicely bled, . . . and I believe that most of the small libraries buy as we did. Now we have arranged with a dealer to get our books at actual cost to him, plus three per cent. profit and freight. For instance, the latest works in fiction, retailing at \$1.50, we get for less than 95 cents, profit and freight included, and this dealer has to extend these terms to any library in Lambton or elsewhere.

We have also found a place where we can secure any of the popular fiction over one

We have also found a place where we can secure any of the popular fiction over one year old, bound in substantial form, at forty-five cents a volume, and this offer we are sending to Lambton libraries. Now, if the task were undertaken of informing the smaller libraries of how to buy economically, the result would be the same as an increase

of revenue."

I commend the above valuable piece of information to the special business consideration of the Boards of all Library Associations classified under Part II. (2) of the Public Libraries Act of 1909.

Galt

INSPECTION OF LIBRARIES.

An examination of the records of the office show that during the late Mr. Leavitt's tenancy, 1905-6-7-8, the undermentioned Libraries were inspected:

NAMES OF LIBRARIES.

Gravenhurst Ayton Peterboro' Acton Preston Aurora Hamilton Paris Athens Hillsburg Port Elgin Harriston Picton Hespeler Prescott Bowmanville Brockville Havelock Burk's Falls Richmond Hill Bridgeburg Islington Stirling Smith's Falls Brampton Ingersoll Bracondale Burlington Kars St. Catharines Bancroft Kemptville Schomberg Berlin Stratford Brantford London St. Thomas Listowel Beaverton Sarnia Bracebridge Streetsville Barrie Merritton Simcoe Merrickville Brighton Stouffville Belleville Markham Milton Thorold Morrisburg Colborne Thornhill Trenton Chatham Tweed Cobourg Newmarket Caledonia Niagara Niagara Falls Uxbridge Cornwall Norwood Dresden Napanee Vars Don Deseronto Ottawa Windsor Oshawa Whitby Erin Oakville West Toronto Junction Elora Orangeville Weston Westport Fort Erie Port Rowan Woodstock Fergus Pickering Wallaceburg Port Credit Walkerton

Georgetown Port Hope Guelph Palmerston York

While Mr. Leavitt was exceptionally zealous in the discharge of his duties, the fact that he was only able to visit 97 libraries out of a possible 428 during four years, shows that the work of inspection is no sinecure, and that with many other demands upon his time he found it impossible to cover the field thoroughly. From Ottawa to Kenora, from Windsor to Sudbury is a long call, and the towns and villages in the intervening territory and greatly scattered. At the rate of inspection of even one library every working day it would take a man over 16 months to visit all the libraries in the Province.

This is unfortunate, as my short experience has proved that the estimation in which a visit to the smaller libraries, by a Government official, is held by the rural librarian, seems to be out of all proportion to the face value of the visitor. Many of the more remote libraries regard the Inspector's visit as a red-letter day. This is not difficult to understand.. In the case of the smaller library

long months—to the librarian long months of apparently inexplainable neglect—in some instances several years, perhaps, have passed by, first in expectancy, then in disappointment, and finally in despair and apathy, when—lo! the Inspector! This man though he may criticize, does so, let us believe, with kindly tact and criticism is forgotten in the words of encouragement and advice that he leaves behind him. Then the librarian, suddenly awakened, realizes that after all, the library is an entity; the Inspector no longer a myth, and the librarian no longer more or less of an apology, but a personage. A personage, too, of some importance, a resident no longer to be looked upon as a doubtful quantity and whose presence has been a test of some people's tolerance, but a factor in the community and sweeter still a factor in the great world of books. No longer an



Odessa Public Library, a typical country town library.

obscure unit, but a resident to be reckoned with; an active member of the hitherto dreamland army of literary workers. Only a humble unit in the legion of bookhandlers, but a discontented and overlooked unit no longer.

With the visit of the Inspector some sunlight has invaded the doubtless too dingy book room and with his departure a ray of sunshine and hope and perhaps ambition has also found lodgment in the librarian's soul.

I have visited the following libraries since September 23rd:

Aurora.
Brantford.
Brockville.
Dundas.
Gananoque.

Hamilton. Kingston. Niagara. Niagara Falls. Oshawa.

Ottawa. Sarnia. St. Catharines. Thornhill. Toronto. These places were visited more for the sake of getting in touch with a few librarians and inhaling library atmosphere than for purposes only of inspection. One of the principal lessons learned from these inspections is that the new Libraries Act of 1909, introduced by the Minister of Education, taken in its entirety, is accepted as a vast improvement on the old one, as it contains a number of amendments which have been advocated by the Ontario Library Association for several years.

THE TECHNOLOGICAL SECTION OF THE PUBLIC LIBRARY.

As far back as 1906, the late Mr. Leavitt (then Inspector) drew attention to the fact that educationists in Ontario were commencing to realise that necessity existed for making the Public Libraries an essential part of our educational system. Impressed with this idea he evolved the theory of enlightening the artizan class on subjects all important to them, through the medium of books of instruction in the useful arts. These were to be selected by the Department of Education and shipped in special cases to those Public Libraries in industrial centres that had expressed a wish to make the experiment.

The value of this new field of endeavour is described on pages 389-93 of this report. This scheme was further threshed out by Rev. M. A. Bradley (then President of the O. L. A.) who almost simultaneously with Mr. Leavitt, advocated the creation of the course therein outlined, which was designed to take the place in Canada of the United States Schools of Correspondence, branches of which were doing business—"a land-office business"—in all parts of the Dominion.

Meanwhile, others prominent in library extension were also pondering and working along the same lines, notably Messrs. Grant and Gurd, of Sarnia; Mr. Murton, of Oshawa, and Judge Hardy, of Brantford.

As an initial step toward the practical accomplishment of the object in view, plans were partially perfected by which special collections of books, with the consent of the Minister of Education, were promised to certain industrial towns.

I find that three such collections have been sent out.

- (1) To the Public Library, Sarnia.
- (2) To the Tunnel Branch Library, Sarnia.
- (3) To the Public Library, Brockville.

Believing that "the conditions of the educational system did not meet the needs of a large constituency of the Province," the Sarnia manufacturers, on Dec. 14th, 1908, forwarded to the Minister a petition, through the local Library Board. This petition pointed out "the need of something practical being done for artizans and mechanics," asking that technical sections be established for their education in connection with the Sarnia Public Library. These gentlemen recognized the fact that the better trained the workman the more valuable his service and the more reliable he would become.

To meet this request a library of selected technological books, 45 in all, costing \$60.50, was later sent to Sarnia. This collection was especially strong in the electrical field—the Tunnel Railway being operated by electricity. In addition to this feature the latest books on Geometry, Telegraphy, Telephony, Machine Shop Arithmetic, Practical Mechanics, Use of Tools, Yard Terminals, Block Signal

Operation, Railway Problems, Railway Track-work, Algebra, Locomotive Catechism, Short Rails, and a few books of railway romance, formed the selection.

Other books dealing with the manufacture of iron, petroleum, woodwork and

salt, asked for, could not at the time be supplied.

The larger place of the Public Library in the educational system of the Province was being practically recognized.

This departure was of course entirely experimental. But the results so far as reported, are sufficiently encouraging to warrant the conclusion that it was a move in the right direction.

Mr. Grant reported that not one of "the lighter class of books" had been taken out, but only books dealing with practical work, e.g., the railway catechisms, books on mathematics, etc., etc., and added that a public spirited citizen had offered Sarnia a generous contribution, if books of the class named could be secured—"books that would not prove mere shelf-warmers."

Encouraged by the success of the movement this same citizen has since offered to double his donation.

In the case of Brockville, her needs could not be fully supplied. The books required and that dealt with her special industries were not in stock, and as no arrangements had been made by Mr. Leavitt, prior to his death, for the purchase of books dealing with the industries named, a "fixed collection Case No. 123, series M.," Travelling Libraries, containing 46 books, chiefly dealing with the useful arts, was sent on October 4th last as a make-shift. This case contained 10 books on Electricity, 6 books on Iron and Steel, 1 on Plumbing, 3 on Engines and Boilers, 4 on Wool and Textiles, 1 on Distilling and De-naturing, 7 on Gas Manufacture and Engines, 5 on Wood Working, 6 on Concrete and Cement, and 2 on Belts and Pulleys.

No official report has as yet been received from Brockville.

These were the first shots fired in the campaign that it is hoped will result in "the Public Library becoming the People's University." This was merely preliminary to those other steps that will doubtless be taken by the Ontario Library Association through which our public libraries will become integral factors in the educational system of the Province. To ensure this the closer co-operation of the Department of Education and the Ontario Library Association is essential.

The plan thus inaugurated of supplying mechanics in certain industrial centres, with the books—through the Public Libraries—that they require in order to equip them for the branch of work they have chosen, though it received a staggering blow in the death of Mr. Leavitt, has not been allowed to drop. Indeed those most nearly concerned have been doing something else than "mark time." Through special visits, by the present Inspector, to a few industrial towns and after consultations with members of the local Library Boards, applications for special Technical Travelling Library Cases have already been received from the undermentioned places.

Brockville. Collingwood. Dundas. Gananoque. Hamilton. Niagara Falls.

Oshawa. Sarnia. Sarnia Tunnel.

Up to the time of writing, these applications with the exceptions named have not been filled. While there are books on certain technical and scientific subjects in stock in the Inspector's office, they are not in sufficient variety or number to fill the requirements of the places applying.

To meet this pressing demand, I respectfully recommend, that out of the Legislative grant for Travelling Libraries for 1909-1910 the Minister of Education authorize the allotment of a sum, not exceeding one thousand dollars, for the pur-

chase of books for technical libraries for the purposes indicated.

To make this plan feasible and practical and to ensure the circulation of the books thus purchased, it is advisable that a limited number of Public Libraries in industrial centres be invited to join hands with the Department. The condition ultimately attached to the sharing in this special grant might be that each Public Library participating should agree to purchase technical books to the value of \$100. To these libraries the Department of Education should agree to loan, during the year, similar books to the value of another \$100. The loaned books, after the

expiration of say six months, to be transferred to another library.

The reading of Mr. Leavitt's paper on Technical Work in Public Libraries, (see page 392, of this report), at the annual meeting of the O. L. A., April, 1909, elicited much discussion. Mr. L. K. Murton, K.C., of Oshawa, moved "that this Association is heartily in accord with Inspector Leavitt's suggestion that the promotion of technical instruction among mechanics and artisans, through the medium of the Public Libraries of the Province, is deserving of the special attention, encouragement and assistance of the Department of Education and that with a view to considering more fully all suggestions made as to measures to be recommended by this Association, for the accomplishment of that purpose, a special committee be appointed by the President to report upon same at next annual meeting."

In conformity with this motion the chairman appointed the following special committee: Mr. D. Grant, Sarnia, Convener; Mr. L. Murton, Oshawa; Mr. Wm. Tytler, Guelph; Mr. R. Alexander, Galt; and the Secretary, Mr. E. A. Hardy,

Toronto

This committee will doubtless be called together between now and the next annual meeting of the O. L. A. for the purpose mentioned. Until then I would respectfully suggest that the Department take no further action in this direction other than to continue the circulation of the Technical Travelling Libraries among those local public libraries which are prepared to accept the conditions as outlined

In order to facilitate and assist the deliberations of this committee, I would also suggest that the expenses of the interim meeting be borne by the Department I would further recommend, as it is in harmony with the attitude and interest displayed by the Minister of Education, that a sub-committee of say three or four to include the convener, Mr. Grant; Judge Hardy, the President of the O. L. A. and the Inspector of Public Libraries, be authorized to visit the Pratt Institute at Brooklyn, the University of Wisconsin at Madison, or other convenient institutions in the United States that have such a scheme in operation, or have utilized in this direction the Technical section of their libraries. Several of the extension courses at Madison are stated to be on Technical Education. It is also stated that there are more students taking these courses than all other courses combined, and that "the courses aimed at making the Public Library the centre of energy."

The expense of such visit of inspection to be defrayed by this Department.

In the opinion of Mr. Norman Gurd, of Sarnia, the idea of technical work in the libraries is, perhaps, overshadowed in the minds of many people by the movement towards technical education in the schools. He insists there should be no reason for this. The two ideas would not in the least conflict. The public library would be reaching the men who were actually at work in the trades, and

who would not be able to attend schools, and in addition to this the public library would bring technical education into many communities which could not afford technical schools.

The first work to be done then is the providing of books. If these books are read and the mechanics show the interest that is predicted, then it will be time to take up the further matter of class-work, examinations and diplomas, and establish the necessary, if simple machinery required for administrative purposes.

It was claimed by Mr. Leavitt that the system as he originally outlined would

offer the following advantages:

(a) The co-operation of the Ontario Library Association.

- (b) The assistance of local library boards and librarians, resident where work is to be done, and anxious to make it a success.
 - (c) Careful supervision by the Department of Education.

(d) The minimum of cost.

- (e) An opportunity extended to ambitious young men, provincial in character, under which they can master the technical details of their trade, and pay 50 per cent. less then by any private system.
- (f) The retention in Ontario of a very large sum now annually remitted to the United States.
 - (g) The fostering and development of a Canadian spirit of self-reliance.
- (h) A training school from which, in the near future, a large number of students may be drawn to our Technical Schools, Colleges and Universities.

This programme, inviting as it is, involves a great deal of the hardest kind of work before anything very practical can be evolved. I therefore reiterate my conviction that, precedent to any action being taken, or expenditure incurred, by the Department of Education, other than that I have suggested, a careful examination of the situation in the United States be made in order to see what has really been accomplished by the Pratt Institute of New York, or the University of Wisconsin, or similar institutions interested in establishing technological sections in connection with the Public Library. Then it may be possible to form an estimate as to how far the functions of the public libraries of Ontario can usefully be extended along similar lines, and upon those followed by the Correspondence Schools of the United States doing business in Canada, whose co-operation, if feasible, might prove advantageous.

THE PUBLIC LIBRARY AS AN EDUCATIONAL FACTOR.

In the course of an address on "The Public Library and Local Clubs and Kindred Organizations in Its Own Town or Village," the Rev. W. A. Bradley, of Berlin, at the ninth annual meeting of the Ontario Library Association, held on the 12th April, 1909, drew attention to the fact that 95 per cent. of the children of the country receive all their education in the Public School and that only 5 per cent. of the children of the country reach the High School. With this fact for a text, Mr. Bradley pointed out that the public school did not supply the education required, proved by the further fact that a large number of young people in the Province had taken a course in Correspondence Schools. He quoted the statement of the principal of a local business college that six hundred people in the town of



Berlin alone had paid in the aggregate \$30,000 for a correspondence course. From these potent facts he argued that the mission of the Public Library was to meet the needs of the 95 per cent. of the people who never could get to the High School, that in short the Library should become the University of the People.

In harmony with this idea of Library Education, the extension of such educational facilities to adults, also took possession of him and at his suggestion, invitations were issued to all the factory managers in Berlin to inspect the books on various technological subjects which were in the Library, and had them specially spread, according to industrial classification, upon tables placed for the purpose. Since that time the circulation of technical books among the Berlin artizans has remarkably increased. The workmen were at last calling for books. The Library was fulfilling its mission.

Following up the new idea, Mr. Bradley later in the year wrote to seven Ontario Libraries asking the following questions: (1) Have you a branch of any Correspondence Schools in your town? (2) Has the International Correspondence School, of Scranton, Pa., U.S., an office in your town? (3) Would you kindly procure for me the number of persons who have taken a course in the above named school in the last five years?

Answers received from six of these seven libraries showed that the artizan class who were seeking to equip themselves with the knowledge necessary to better carry on their work, and to fit them for promotion, were not at present provided with proper facilities for the purpose in Canada. They had to procure the needed education through correspondence schools whose head offices were in the United States. Putting the minimum cost of a correspondence course at \$50.00, it was ascertained that not less than \$262,000 had been paid out by the Canadian artizans of the six Ontario cities mentioned, to Correspondence schools in the United States, during the last five years.

With these facts before him, Mr. Bradley contended that an educational campaign might well be undertaken in connection with the Public Library, so that the Public Library would in time "become the real University of the people." He argued that if the work now carried on by the Correspondence Schools were done through the public library, the Government co-operating, by in part defraying the cost of books, the present fee—most of which was taken out of the country—could not only be cut in two, but utilized for home library purposes. To accomplish this, examinations would be held in connection with the local public library by a Central Examining Board located in Toronto, with diplomas to be issued by the Department of Education to the artizan or other person after passing his examination, instead of his being dependent upon a Correspondence school situated in the United States.

Now, while Mr. Bradley had been busy pondering and proclaiming his gospel of Library Education, the late Inspector Leavitt had been no less busy trying to reach a working solution of the same problem. In his annual report for the year 1908 he devoted several pages to the consideration of (1) The Technical section of a Public Library. (2) The Public Library, the People's University. Both, as will be seen, cognate topics.

In respect to the first of these it was claimed that hitherto the library had been conducted in the interests of only certain classes of the community; that the needs of the artizan had been ignored; that to the average mechanic the department of applied science was an unknown quantity represented in the Library by zero. To secure the cordial help of the factory hand he needed to be first convinced of

the value of technical training and then to have it placed within his reach by the selection of books on technological subjects. By this new interpretation of the Library field it was believed that Canadian mechanics would be able to secure a well grounded knowledge of what is known as the technical side of their trades. Rules governing the procedure for establishing technical sections in a public library were then set forth.

In connection with the second subject, the utilization of the Public Library as the People's University, the question of correspondence schools as first presented by Mr. Bradley was thoroughly thrashed out, and with the view of developing the Library University idea, he ventured to submit the most salient facts bearing upon this for the consideration of the Manister of Education with the hope that legislative action would follow. It was pointed out that only five per cent. of pupils receiving school education in Ontario attend the High Schools, Collegiate Institutes, a College or a University. That the Technical Schools established by the Government in the centres of population only reached a small proportion of the working classes. That the remedy for this lay in the utilization of the Public Libraries, and that steps be taken by means of which the Library would become an integral factor in the educational system of the Province. As an initial step to this end it was recommended:

(1) That out of the legislative grant made for Travelling Libraries, the sum of one thousand dollars be set aside for the purchase of books for technical libraries, for the use of mechanics, and that a limited number of public libraries located in industrial centres, be invited to join with the Department in circulating these books, they agreeing to purchase such to the value of at least \$100.

(2) The Department of Education to loan similar books, during the year, also to the value of \$100. The loaned books, after being used for six months, to be

transferred to another library.

Having ascertained through the local libraries, the industries carried on in the various factories and shops of the town, a comparison of the records received would give an accurate idea of the relative magnitude and importance of these various trades. This accomplished, the Department of Education, in conjunction with the Ontario Library Association, could engage competent teachers to be placed in charge of the correspondence, when the business would be conducted along the lines now followed by Correspondence Schools. Teachers and experts to be paid from the fees charged. It was believed that a charge of \$25 for a complete course would be sufficient to defray all expenses. In accord with Mr. Bradley's suggestion it was pointed out that examinations conducted by Public School Inspectors could be held semi-annually in the library towns where the students reside, and the papers forwarded to Toronto, where they would be passed upon by an examining board. Diplomas could then issue bearing the stamp of the Department of Education.

A summary of the advantages to be derived from this system was added, chief of which were the opportunities that could be extended to young men, under which, being provincial in character, they could learn to master the technical details of their trade at 50 per cent. less cost than by any private system; the retention annually in Ontario of a large sum now remitted to the United States and the creation of a local training school, from which, in the near future, a large number of students might be drawn to our technical schools, colleges and universities.

Later on at the annual meeting of the Ontario Library Association, April 12, 1909, Mr. Leavitt again took occasion to draw special attention to the same subject in a very clever and instructive paper entitled, "Technical Work in Public Libraries." This, owing to the regrettable fact of his serious illness, unfortunately had

to be read by proxy. While his absence prevented personal interrogation or even enquiry, the paper evoked much discussion and some adverse criticism. This paper appears unabridged in the printed Proceedings of this meeting, copies of which can be obtained upon application to the Department, or to Mr. E. A. Hardy, the Secretary of the Association. The paper is an exceedingly valuable one as the pros and cons of the proposition are very fairly presented. That Mr. Leavitt's views possessed exceptional value as a contribution to progressive library literature, and marked a departure in sympathy with the views of the foremost authorities on the continent, is evidenced by the endorsement of the Librarian in charge of the Applied Science section of the Pratt Institute Library, of Brooklyn, N.Y. This gentleman, whose department is stated to be ahead of anything in American libraries, in a signed article in the March number of the Library Journal, approved of the scheme most heartily and directed the attention of the American Library Association to the idea as being something worthy of emulation.

It is needless to remark that no new gospel of this character, with its obvious, far-reaching effects, is apt to be accepted without criticism.

FICTION.

The problem of Fiction in the discussion of Library affairs is as much to the front as ever. Indeed more so. While diversity of opinion still exists as to the proportion of fiction advisable in a Public Library, there is a marked tendency among librarians and boards towards reduction.

To this end the provisions of the new Public Libraries Act have contributed. Section 23, sub-section 1 of Part III., General Provisions, reads as follows:

"Subject to the next preceding section" (which merely refers to the number of members necessary to entitle a library—not free—to share in the appropriation) "and to the Regulations, there shall be paid to the Board of every Public Library established under this Act, out of any money appropriated for that purpose, not more than 50 per cent. of the expenditure made for books, magazines, periodicals, newspapers, bookbinding and materials used for cataloguing and classifying a Public Library under the Dewey-Decimal or Cutter systems or a combination of such systems, but no grant shall be paid upon an expenditure upon books of fiction in excess of 45 per cent. of the amount expended upon other books, and no grant shall exceed in respect of books, bookbinding and materials for so cataloguing and classifying, \$200, or in respect of magazines, periodicals and newspapers, \$50.

This "45 per cent. of the amount expended upon other books" represents a proportion of about 33 per cent. in respect to all other classes. There are extremists who insist that fiction instead of being curtailed, should be increased to 80 per cent.—these fortunately are in the minority. The last act of the Legislature, while it increases the total grant, wisely regulates the proportion of fiction upon which it will be paid, and so indirectly raises the standard of library literature. It is not a question of quantity that should speak but quality. In the United States the travelling libraries usually contain about 50 per cent. of fiction; the travelling libraries sent out by this Department average about 33 per cent. A preponderance of fiction in any library encourages intellectual dissipation. The circulation of "problem" fiction is a menace to morals. Good, clean fiction, especially with a strain of humour in it is a magical alterative. It is the "relish" that gives zest to the literary feast, but it is not the "whole thing."

In the case of the city of Kingston, it would seem that it is. Kingston's grant for 1908 on account of non-fiction books, amounted to \$6.10 only. The "Granite City," with a library established in 1835, a city rich in historical association; the ancient capital; a centre of learning and much culture; a very erudite community—will actually tolerate nothing, according to the secretary, but fiction in its public library. The secretary reported the purchase of only one set of non-fiction books, bought as an experiment—a rather costly edition of a profound work, philosophical, if I remember right—and seemed surprised that they had never been taken from the shelves.

To win over a confirmed novel reader, to change his appetite, you need not think you can cure him by too drastic a dose to begin with. A tactful offer of some well illustrated book of travel or description—some fascinating scientific romance, or a graphic biography of a great man, sandwiched in with a less lurid novel than ordinary, is bound sooner or later to develop (if diplomatically done, on the cumulative plan) a less rabid craving. Let us pray for Kingston.

It is in such cases as these that a librarian with a sense of responsibility and a will, and a purpose, can take his proper place in the ranks of the educationists.

The views of the good people of Kingston are "on all fours" with those of a clever member of the St. Catharines Library Board, who at the Institute held there November 9th last, said that "if the public wished to have fiction they ought to be accommodated, as the public were paying for the maintenance of the library." This hardly seems sound logic, for out of the revenues paid by the people of the whole Province, and pooled by the Government, who is to say that the money expended on fiction by any one library represents "the wish of the public."

All are agreed on the main point—however much they may differ in respect to proportion—namely, that while good, clean fiction is a never-ending delight, "doubtful" fiction has a most debasing influence. But great difficulty lies in selection. This is a point on which every librarian should be on the alert, censorship being especially necessary in the case of children's books. An author's or publisher's name in many cases counts for nothing.

With this knowledge in view and to meet an expressed want, the "Quarterly Bulletin of Best Books" is now issued, at the expense of the Department of Education, under the supervision of the Ontario Library Association. By arrangement with the Association, this is being compiled by Mr. E. A. Hardy, the energetic secretary of the Association.

There is a feeling among some librarians that fiction should be graded and that the works of the famous novelists whose books are recognized as "classics," should be placed in a class by themselves and not ranked as fiction. Prominent among those who hold this view is Mr. Murton, K. C., the "guide, philosopher and friend" of the Oshawa library.

Mr. Murton suggests that, "A special list of fiction might include as literary classics such books as Sir Walter Scott's novels, those of Thackeray and Dickens, and many of the best historical novels and others. * * These should be prepared," he says, "and classed by the Department as non-fiction, for the purpose of ascertaining (?) the amount of Government grant under the regulation. This would give especial encouragement to the purchase and circulation of the best fiction, and would relieve the pressure, where the present regulations catch some of the libraries which have been purchasing too large a proportion of fiction, and where they claim that their readers will not read anything else.

"This I think," proceeds Mr. Murton, "would be advantageous, even if the proportion of fiction allowed for by the regulations should be still further reduced. It seems important, too, that the librarian shall, by bulletin posted up, make known to all patrons of the library that two books, one non-fiction and one fiction, can be taken out at the same time by the same member. This will encourage the reading of a larger proportion of non-fiction by voracious readers."

As to the suggestion made by Mr. Murton that "two books, one of non-fiction and one of fiction, be allowed to be taken out at the same time by the same member," I am disposed to believe it is an experiment well worth trying. I cannot, how-

ever, subscribe to the idea of "graduated fiction."

While I sympathize with the contention, and realize, apart from the fact that it seems unfair to the men he names, that they should be linked with, or put on the same level as the sensational writers of "yellow" literature, even if it does present another way to earn the much needed larger grant—there can, I submit, be but two well-defined divisions, fiction and non-fiction. Once introduce the wedge some would soon clamour to bracket every writer of ephemeral note among the "immortals."

Who could be trusted to strike an acceptable list, where such great difference of opinion exists?

The classes of literature mostly to be encouraged and that could be relied upon to gradually force out much of the present over-ripe problem stories, and in time become acceptable substitutes, are travel and description; scientific subjects, useful arts, biography and history. If such branches as these were treated in a colloquial, bright and breezy way, without detracting from the dignity of the subject, and in respect to mechanical make-up, binding and illustration, were made equal to the best editions of fiction, they would inevitably freeze out a proportion of the present objectionable type of books.

By common consent, by some unwritten law, the treatment of the higher branches of literature, as referred to, has hitherto been of the pompous, dry-asdust and repellant style. Let all this be changed. That improvement in this respect has already taken place, "goes without saying," but much has yet to be accomplished. Compel a reader by mere force of style and graphic presentation of facts, by the use of every modern method permissible, by every artistic and seductive artifice known to the expert, to once open such a book, and—"you have him." An undreamed-of world of interest and delight is unfolded. Fascinated against his will he falls into the trap, reads on, and on, and on, and before he finishes the story becomes an ultra-earnest recruit in the growing ranks of non-fiction readers. If the Bible or any less wonderful book, dealing with the history and tenets of Christianity, was similarly embellished, there would be more Bibles read, but fewer missionaries called.



FREE ACCESS.

In respect to the question of Free Access to the shelves of the library, some divergence of opinion exists. The opponents of Free Access claim that the movement has expended itself. That the experience of many libraries in England and the United States is that the introduction of the system has not proved the success that was claimed for it, and that the pendulum is commencing to swing in the other direction. This seems to be a statement supported only by isolated instances and not in harmony with the views of the greater number of library workers in Ontario.

One prominent librarian considered that any library's rule prohibiting free access and left to the Minister's discretion to approve, before the rule could take effect was "paternalism gone mad." Another, no less prominent, thought, on the contrary, that "the powers given to the Minister under the Act in respect to forbidding libraries shutting out patrons from access to the books was an excellent one, for should there be any reason in the case of any particular library forbidding free access, the Minister, possessed of all the facts, could in his discretion approve of the rule in that particular case, while, on the other hand, where from mere obstinacy, a Library Board refused to modernize the administration of its library, the Minister could enforce action." Surely an admirable safeguard preventing an injustice in either case.

That the wisdom of free access is admitted in this Province and should prevail in Ontario is emphasized by a resolution passed at the last annual meeting of the Ontario Library Association when the motion of Dr. Burns, of Brampton, approving of free access was carried unanimously.

As pointed out elsewhere, the mechanical construction of some libraries makes

the enforcement of the rule impracticable.

In the cases of both Gananoque and Brockville a strong prejudice against free access was overcome when the interpretation of the words and the provisions of the Act were explained by the Inspector, and the loss through pilfering shown to be less than nominal. A few years since free access was regarded as a most dangerous innovation. To-day it is almost universally approved.

In the case of new library buildings, one of the first features to be considered by the Board and the architect is the question of ample space in the stack room. Space sufficient to permit two persons to pass easily between the rows of shelving. This defect is the reason given by the librarian of the handsome Carnegie library at Ottawa for the non-extension of complete free access to the new stack room.

Out of many other cases reported, I am disposed to believe that in some, the mechanical defects are more apparent than real and that personal objections often constitute the real reason.

Strange ideas prevail among some people as to what "free" access really is. In one important manufacturing town a member of the Library Board confided to me in all seriousness, that he thought it meant the privilege extended to every reader to take without hindrance as many books from the shelves as his fancy dictated, and walk off with them without their being "charged" by the librarian. As all libraries are maintained at the cost of the people, access to all and any of the books should not be restricted to the privileged few, but extended equally to every reader. To be literally free, according to the spirit of the Public Libraries Act, access to the books of every library should be as "free as air" and with no "age limit."

SUMMER LIBRARY SCHOOL.

The vital need for competent librarians in the furtherance of library work, the foundations of which have been well laid by the Government, the Legislature and Ontario Library Association, was never more speakingly demonstrated than in the conditions in this respect that to-day confront us. As these threaten the life of the public library, every librarian stirred with a desire for progress and personal betterment—whether a competent or incompetent—should welcome any opportunity that spells improvement. These comments are made in kindness, with the object of arousing the inconsequent librarian and casual library board to a sense of their respective responsibilities.

To quote from the Inspector's report for 1908: "An incompetent librarian who neglects to attend Library Institutes—who does not read the literature upon library problems prepared by the Department of Education and the Ontario Library Association—who possesses no knowledge of modern library methods, who is opposed to all changes which would involve additional work and activity, who resists every attempt made to abolish absurd restrictions and clings with tenacity to a policy long since discarded and worthless," is not fitted to conduct the affairs of any library, and should either make haste to qualify or make room for one who has a proper conception of the character of the office and a knowledge of its wants.

Not only have rural, but even urban libraries, been turned into asylums for pensioners on the mere good will of a municipality. Many an unsuitable tenant has been pitch-forked into a responsible library position, certainly not the position under the circumstances, for any self-respecting person to occupy. The trouble is that after a library has been turned into a "haven," the ratepayer who might have courage enough to suggest a change, would be anathema. The library is the least suitable place in the world as a dry-dock for derelicts. There are other sanctuaries, other repair shops, other homes for incurables.

A library, regarded in its true light, is a great temple of educational possibilities, employment in which means a tribute to superior attainments and special fitness. To "get there," the keenest kind of rivalry should exist among the most intellectual and up-to-date members of the community. The library must not be confounded with a bone-yard. By virtue of office, the librarian should take rank as a leading citizen, second neither to reeve, mayor, bank manager or postmaster. The library, no matter how humble its appearance, compared with the ornate, gothic-fronted branch bank on the opposite corner, or the post office with its red brick air of superiority, should attract to its portals the brightest men and women of hamlet or metropolis. Its functions and influence are so far reaching in effect that no reflecting man would dare to venture a surmise as to the extent or value of them.

The first Summer School for Librarians, in Canada, was opened in Montreal in connection with McGill University, under the management of Mr. C. H. Gould, Librarian of McGill University, and last year President of the American Library Association—a litterateur of mark—who is still in control. From small beginnings it has become a factor in the Canadian library world and not a few Ontario librarians are indebted to it for what they know and for their advancement.

The session, which lasts four weeks, is held in June and July. No entrance examinations are required. Anyone filling a library position or interested in library work, is qualified for admission. The fee for tuition is \$5, and the essential

supplies amount to about the same. Rooms and board can be obtained for \$30 for the four weeks. These particulars are given in the hope that many Ontario librarians from town, or country, who recognize their incompetence or realize the value of further up-to-date instruction, may be induced to take a course at McGill pending the founding of a similar school in this Province.

It is well to remember that McGill is an exponent of the "Cutter" cult.

Of the ninety men and women who have studied under Mr. Gould and his staff of experts, 22 came from Ontario, practically 25 per cent. of the whole number. Almost everyone of these is to-day engaged in library work.

In order to test the hold this school had taken on its constituencies all advertising was omitted and no circulars issued in 1909. Notwithstanding this, six students entered from Ontario, a larger number than in any previous session, forming more than half of a class of eleven. From this experience Mr. Gould is confirmed in his opinion that there would be no difficulty in inducing students from Ontario to attend in greater numbers if the library boards would give them some slight financial assistance.

As to the benefit of a course at McGill, I speak from personal experience and endorse in strong terms the value of the instruction. I would add, however, if some of the lectures, as given, were restricted to demonstrating and explaining the every-day work and needs of the smaller libraries, leaving out the intricate and abstruse niceties—the advanced science—of classification and cataloguing for example, and the hypothetical problems that could occur in great libraries only, I believe better results would follow. A repast of too many courses and unfamiliar viands is not as serviceable as a "cut" off a joint and potatoes, for the ordinary person in a hurry to "take stock" and make a simple inventory of his "outfit."

It seems hard, after the Province has benefited by Mr. Gould's enterprise, to steal his powder, but as imitation is the sincerest form of flattery, he will forgive. It is his characteristic.

List of those from Ontario who have attended the McGill University Summer School for Librarians:

Rev. Father Antoine, University of Ottawa, Ottawa.

Rev. J. Boyon, University of Ottawa, Ottawa.

Miss Isabel MacPhee, Alexandria.

Miss Katherine Cochrane, King Street, Brockville.

Miss Louise Johnston, Public Library, Stratford.

Miss Elizabeth Detwiler, Public Library, Berlin.

Miss Mabel Bennet, 58 Aylmer Street, Ottawa South.

Miss Mabel Landon, Iroquois.

Miss Honora Watson, Public Library, Windsor.

Miss G. Arbique, Public Library, Ottawa.

Miss G. Major, Public Library, Ottawa.

Miss Margaret Robertson, Archives Department, Ottawa.

Miss Josephine Lynch, Public Library, Ottawa.

Miss Magdalene Casey, Archives Department, Ottawa.

Miss Florence McDonald, Archives Department, Ottawa.

Miss Mary G. Phelps, Archives Department, Ottawa.

Miss Alice G. Millard, Public Library, Galt. Miss S. M. Reazen, Public Library, Lindsay.

Miss Catherine Louise Moule, 135 Metcalfe Street, Ottawa.

Miss Bessie Sutherland, 585 Besserer St., Ottawa. (Public Library.)

Miss Bessie Watt, 424 Gladstone Ave., Ottawa. (Public Library.)

Miss Mabel B. Dunham, Public Library, Berlin. Miss Ella Hilborn, Public Library, Collingwood.

Walter R. Nursey, Toronto.

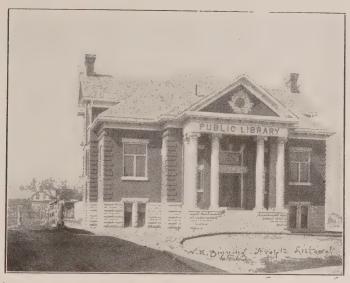
The time has nearly arrived when facilities, similar to those provided in Montreal, should be extended to Toronto for the special instruction of Ontario's librarians. To inaugurate this good work before the books of the Toronto library are completely classified and catalogued, would seem to be premature and useless. When this is done arrangements could doubtless be entered into between the Minister of Education, the Toronto Library Board and Professor Locke, the librarian, under which the school could be held in the new Carnegie Reference Library on College Street.

To carry this project into effect would merely need a definite, systematized course of study, with a staff of lecturers and instructors, and final examinations, with the issue of certificates and diplomas by the Department of Education. To encourage librarians and library boards to take advantage of this, a small amount might be authorized towards the expense of the librarians' training and a special grant to libraries employing a "certified" librarian. I respectfully recommend that initial steps be taken to provide for a Summer Library School in Toronto.

CANADIAN HEROES SERIES.

The first volume of the Canadian Heroes series, The Story of Isaac Brock, by Walter R. Nursey, published under the auspices of the Ontario Library Association, was issued from the press of William Briggs, December, 1908, and met with an excellent reception. In August, 1909, the first edition being exhausted, a second edition—the fourth thousand—was issued by the same publishing house. It contained some slight additions. The Canadian publishers also made arrangements with the McClurg's, of Chicago, for placing an edition in the United States. The book has met with an excellent reception there and elicited many favourable notices from American reviewers. Steps are being taken to publish an edition in Great Britain. Letters have also been received from a Berlin publishing firm with a view to bringing out an edition in Germany.

In compliance with arrangements made by the late Mr. Leavitt, the second volume of the series, The Story of Tecumseh, written by Mr. Norman Gurd, K.C., of Sarnia, the well-known library worker, will shortly make its appearance. As many months have been spent in obtaining reliable material from every known source, Mr. Gurd's "story" can be looked forward to with greatest interest. If Mr. Leavitt's plan is followed up the third volume will probably be "The Story of Selkirk," a biographical sketch of Thomas Douglas, Earl of Selkirk, the first great colonizer of old Prince Rupert's Land; the first white man who founded an English-speaking colony in Hudson Bay territory, on the banks of the Red River of the North.



Harriston Public Library.

INDEX OF VIEWS AND PLANS OF PUBLIC LIBRARIES APPEARING IN THIS REPORT.

Name of Library.	Description.	Page.
1 Elora	1 Front Elevation	408 410 409
2 Harriston	1 Front View 2 Basement Plan 3 First Floor Plan	401 413 412
3 Niagara	1 Corner of Reading Room (Biographical Sec.) 2 Interior View of Library	349 414
4 Ottawa	1 Children's Room 2 Reference Room 3 Main Stairway 4 New Stack Room	332 390 357 396
5 Odessa	1 Front View, Exterior	385
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7 Penetanguishene	1 Exterior View	352
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10 Woodstock	1 Basement Plan	420 421

VIEWS AND OTHER ILLUSTRATIONS

Of the various Libraries that have appeared in the reports of the Inspector of Public Libraries for the years 1906, 1907 and 1908. Alphabetically arranged.

Name of Library.	Free or Not free.	Description.	Year.	Page.
Brampton	Free	Exterior	1907	323-5
Brantford	Free	Main Floor PlanExteriorFirst Floor Plan	1906	24850
Burlington	Not free.	Basement Plan Basement Plan First Floor Plan	1907	313
Brockville	Free	Exterior First Floor Plan	1906	2535
Berlin	Free	Basement Plan Exterior First Floor Plan Basement Plan	1906	243-6
Bracebridge	Free	Second Floor Plan Exterior Ground Plan	1907	309
Belleville	Free	Basement Plan	1908	164-9
Chatham	Free	First Floor PlanAtticExterior	1906	257-8
Collingwood	Free	Ground Floor Plan Exterior Ground Floor Plan	1906	260-2
Cornwall	Free	Basement Plan Exterior Exterior Ground Floor Plan	1906 1906	265 227-8
Galt	Free	Exterior	1906	266-9
Guelph	Free	Second Floor Plan Exterior Ground Floor Plan First Floor Plan	1906	271-3
Hamilton Lindsay	Free Free		1906 1906	275 277–8
London	Free	Exterior	1906	280-3
Napanee	Not free. Free	Exterior	1908 1907	171 315–7
Ottawa	Free	Exterior Ground Floor Plan	1906	286-7
Perth	Free	Exterior Basement Plan Ground Floor Plan First Floor Plan	1907	319-22

VIEWS AND OTHER ILLUSTRATIONS

Of various Library Buildings, etc., that have appeared in the reports of the Inspector of Public Libraries for the years 1906, 1907 and 1908. Alphabetically arranged.—Concluded.

					_
	Name of Library.	Free or Not free.	Description.	Year.	Page.
Piot	ton	Free	Ground Floor Plan.	1907	303-4
1 10			Lower Floor Plan.	1301	909-4
	merston	Free	Exterior	1907	329
Par	is	Free	Exterior	1906	289-90
Sar	nia	Free	Exterior	1906	292-4
			First Floor Plan		
CI I	C-41	T	Basement Plan	1000	990 9
St.	Catharines	Free	Exterior	1906	230-2
			Second Floor Plan		
CI.		75	Basement Plan	4000	000.4
St.	Thomas	Free	Exterior	1906	302–4
			Basement Plan		
St.	Mary's	Free	Exterior	1906	299-300
			Basement Plan		
Stre	eetsville	Free	First Floor Plan	1907	300-1
			Ground Floor Plan	1501	500-1
Stra	atford	Free	Exterior	1906	307-9
			Ground Floor Plan		
Smi	th's Falls	Free	Exterior	1906	296-7
OIII.		1100	First Floor Plan		
Tor	onto	Free	Exterior, Front Elevation	1906	234-8
			Exterior, East Elevation		
			First Floor Plan		
			Third Floor Plan	1908	
ero.	(Tr 1 H1 D 1	771	Reference Library	1000	990 44
Tor	onto, Yorkville Branch	Free	Exterior	1906	239–41
			Basement Plan		
	oridge	Free	Exterior	1907	306
Wa.	llaceburg	Free	Exterior	1907	326–8
			Basement Plan First Floor Plan		
Wir	dsor	Free	Exterior	1906	317-9
			Ground Floor Plan		
Was	terloo	Free	First Floor Plan	1906	313-5
11 d	le1100, ,	T100	First Floor Plan	1000	0.10
			Second Floor Plan	4005	077
Nia	gara Historical Society		Exterior	1907	277

DESCRIPTIONS OF PUBLIC LIBRARIES

Which have appeared in previous Reports, showing the Year and Page of Report.

	-	
Name of Library.	Year [Page.
Belleville	1908	163
Brampton	1907	323
Bracebridge	1907	308
Burlington	1907	312
Brantford.	1906	247-51
Brockville	1906	252
Berlin	1906	242
Chatham	1906	256
Collingwood	1906	259
Cornwall	1906	262
Goderich.	1906	226
Galt.	1906	267
Guelph.	1906	270
Hamilton	1906	275
Lindsay	1906	276
London	1906	279
Napanee	1908	170
Ottawa	1906	284
Orangeville	1907	314
Paris	1906	288
Picton	{ 1907 1908	302 150
Perth	1907	319
St. Catharines	1906	229
Sarnia	1906	291
Smith's Falls	1906	297
St. Mary's	1906	298
St. Thomas	1906	301
Stratford	1906	308
Streetsville	1907	301
Uxbridge	1907	305
Waterloo	1906	312
Windsor	1906	316
Wallaceburg	1907	327
Handouth		

LIST OF CARNEGIE LIBRARY BUILDINGS IN THE PROVINCE OF ONTARIO, WITH THE *AMOUNTS PROMISED OR DONATED IN EACH CASE BY MR. ANDREW CARNEGIE,

UP TO NOV. 13TH, 1909.

Through the courtesy of Mr. James Bertram, Private Secretary.

Laboratory and the American Control of the Control	(T	
Name of Place.	County.	Amount.
Anthur	Wellington	\$ 7,500
Arthur	Wellington. Waterloo	28,000
Berlin	Muskoka	10,000
Bracebridge	Peel.	12,500
Brampton	Brant	35,000
Brantford		17,500
Brockville	Leeds	7,000
Brussels		19,000
Chatham	Kent	13,000 $14,500$
Collingwood	Simcoe	8,000
Cornwall	Stormont	800
Dresden	Kent	10,000
Dundas	Wentworth	
Elora	Wellington	6,000
Fergus	Wellington	9,000
Fort William	Thunder Bay	50,000
Galt	Waterloo	23,000
Goderich	Huron.	10,000
Grand Valley	Dufferin	7,500
Gravenhurst	Muskoka.	7,000
Guelph	Wellington	24,000
Hamilton	Wentworth	75,000
Hanover	Grey	10,000
Harriston	Wellington	10,000
Ingersoll	Oxford	10,000
Kemptville.	Grenville	3,000
Kincardine	Bruce	5,000
Lindsay	Victoria	13,500
Listowel	Perth	10,000
Lucknow	Bruce	7,500
Merrickville	Grenville	2,500
Milton	Halton	_ 500
Milverton	Perth	7,000
Mount Forest	Wellington	10,000
Niagara Falls	Welland	15,000
Orillia	Simcoe	12,500
Orangeville	Dufferin	12,500
Oshawa	Ontario	14,000
Ottawa	Carleton	100,000
Owen Sound	Grev	17,500
Paisley	Bruce	5,000
Palmerston.	Wellington	10,000
Paris	Brant	10,000
Pembroke	Renfrew	12,000
Penetanguishene.	Simcoe	12,500
Perth	Lanark	10,000
Peterborough	Peterborough	25,000
	Lambton	10,000
Petrolia	Prince Edward	12,500
Port Arthur	Thunder Bay	30,000
Port Elgin	Bruce	8,000
Procton	Waterloo	10,000
Preston	Lincoln	25,000
St Marya	Perth.	10,000
St. Marys	Elgin	27,000
St. Thomas		20,000
Sarnia		15,500
Sault Ste. Marie	Algoma	20,000

LIST OF CARNEGIE LIBRARY BUILDINGS IN THE PROVINCE OF ONTARIO.—Continued.

Name of Place.	County.	Amount.
Seaforth. Smith's Falls. Stratford. Strathroy. Teeswater. Thessalon Thorold. Toronto. Toronto Junction Wallaceburg Waterloo. Windsor. Woodstock.	Perth. Middlesex Bruce Algoma. Welland York. York Kent Waterloo Essex	6,000 11,000 15,000 7,500 6,000 8,000 10,000 20,000 11,500 10,000 27,000 24,000

LIST OF THE LIBRARY BUILDINGS IN THE DOMINION OF CANADA

Other than those in the Province of Ontario, towards the construction of which Mr. Carnegie has promised, or given contributions. Showing place, Province and amounts up to November 13th, 1909.

Place.	Province.	Amount.	
Calgary Lethbridge New Westminster Vancouver Victoria Sydney Selkirk Winnipeg Amherst Halifax Truro Yarmouth St. John St. John Sherbrooke Three Rivers Indian Head	British Columbia British Columbia British Columbia British Columbia Cape Breton Manitoba Manitoba Nova Scotia Nova Scotia Nova Scotia Nova Scotia Nova Scotia New Brunswick Newfoundland Quebec	\$ 50,000 10,000 19,500 50,000 15,000 10,000 14,000 75,000 4,000 50,000 50,000 15,000 10,000	

CARNEGIE LIBRARIES IN THE UNITED STATES.

In addition to the libraries in Canada towards the construction of which Mr. Carnegie has contributed as per preceding statement, he has also contributed to the erection, wholly or in part, of 948 library buildings in the United States of America. The total amount of these munificent gifts is not ascertainable, but reaches into millions of dollars.

NOTE:—In a letter enclosing a pamphlet—loaned for the purpose—which contained a list of all Library Buildings to which Mr. Carnegie has donated or promised subscriptions in the United States and Canada, Mr. Bertram gives the total number of Library Buildings assisted in Canada as 87 and the amount of money; involved as \$2,025,500.

The foregoing printed lists were compiled from this booklet, which showed a grand total of more than 1,000 buildings. As will be seen, only 86 buildings and \$1,997,800 are here credited to Canada, a discrepancy of one building and \$28,500 as against the figures quoted by Mr. Bertram, the result doubtless of a clerical error on the part of this office in compiling the statement.

ELORA (CARNEGIE) PUBLIC LIBRARY (FREE).

The village Council, after corresponding with Mr. Carnegie during 1908, received a grant of \$6,000 on the usual terms. On January 4th, 1909, a vote of the electors was taken to change the Public Library established in 1871 to a Free Library, and the change was endorsed by a substantial majority.

Plans were secured and consented to by Mr. Carnegie, tenders were opened on the 2nd of June, 1909, and the work let. Construction commenced July 10th, and the building will be completed December 1st. Material used in building—red pressed brick, with cut stone sills, lintels and steps.

Size of building, 48 x 36.

Basement:

Lecture room, 32.9 x 28.6.

Board room, 15 x 16.

Furnace room, 15 x 16.

First floor:

Stack, library and reading room, 44 x 32.

Height of stacks, 7 feet 6 inches.

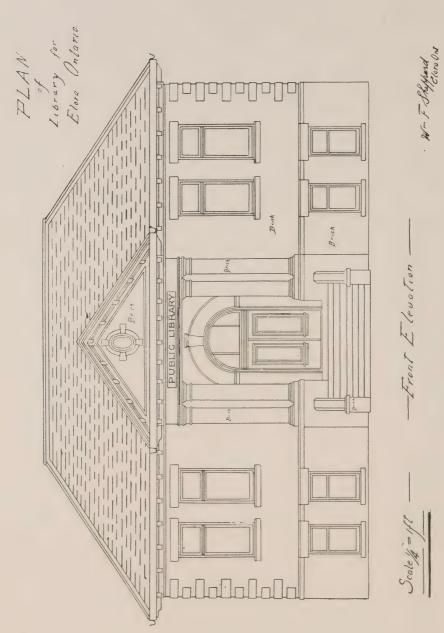
Capacity, 12,000 volumes.

Wood used for interior finish, ash.

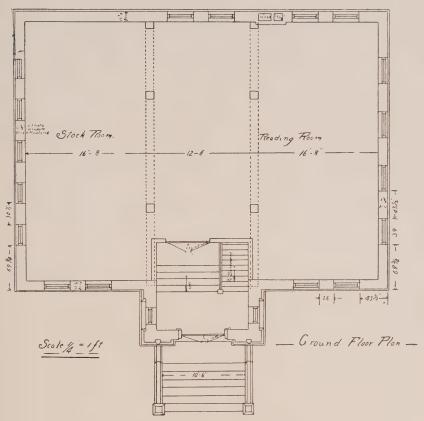
System of heating, Kelsey warm air. Lighting, Allan Sparks, gasoline system. *Free access* is permitted to book borrowers.

Age limit, 10 years for book borrowers.

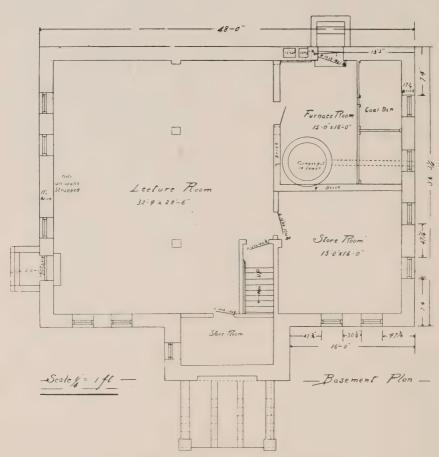
Members of the Library Board: Reeve, A. J. Kerr, James Wells, Thomas E. Lipsey, Wm. Robertson, M.D., J. J. McWilliams, D. McLeay, Henry Clarke, W. Griffin and F. Fischer.



Elora Public Library, front elevation.



Elora Public Library, ground floor plan.



Elora Public Library, basement plan.

HARRISTON (CARNEGIE) PUBLIC LIBRARY.

This Library was completed, May 15, 1909. The material used in the building is: pressed brick, cement block, etc.

Size of building, about 50 x 50 feet.

The basement contains: coal bin, furnace room, lecture hall, and dressing room, men's lavatory and cloak room.

First flat contains:—

Reading room (men).

Reading room and ladies' lavatory.

Library room.

Reference library room.

Librarian's private room.

Children's reading room.

Second flat contains:

Board room.

Similar room at other end.

Recreation hall in centre.

Dark storage room in rear.

Cost of building and fittings, including heating plant, lighting, furniture, was \$10,131.00. This amount being exclusive of the cost of site, \$300; of this total, Mr. Carnegie contributed \$10,000. The hot water system of heating has proved very satisfactory.

The wood used in finishing building was Georgia pine, with oak floor on first flat, with maple floors in basement and attic. The fittings are of oak and Georgia pine.

How lighted—Acetylene gas, with combination fixtures for gas and electric light. Building all fitted with gas piping and electric wiring all concealed.

The former Mechanics' Institute was begun on a small scale in the year of Confederation, 1867. In 1900, by vote of the ratepayers, it was made a free library, and Council gave it a room in Town Hall, with heat, light, and caretaking free of charge. A similar arrangement obtains for the new Library.

The members of the Library Board for 1907 consisted of: John Hucks (Chairman); A. G. Campbell (Sec.-Treas.); T. E. Ball, L.D.S.; A. H. Lambert; Jas. A. Hall; C. E. Leppard and James McMurchie, B.A. (Mayor).

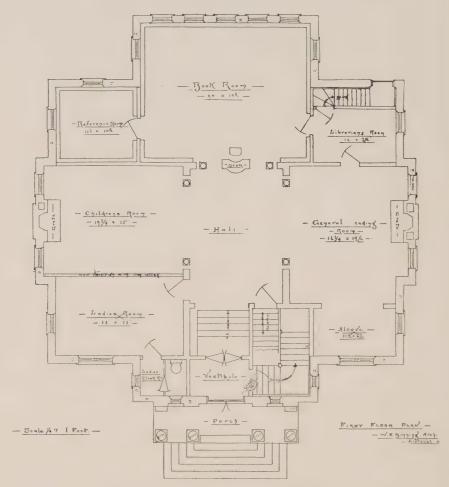
The members of the Library Board for 1908 were: John Hucks (Chairman); A. G. Campbell (Sec.-Treas.); Dr. Ball; J. A. Hall; C. E. Leppard; A. H. Lambert; and Mayor W. H. Jackson.

And for the year 1909, are: John Hucks (Chairman); A. G. Campbell (Sec.-Treas.); Mayor Jackson; A. H. Lambert; Thos Eakins; David Harper and E. H. Dewar.

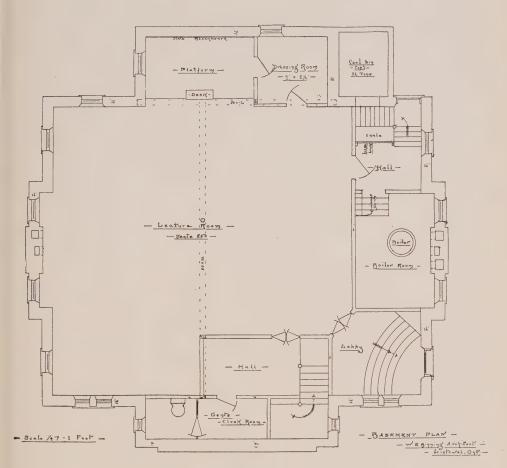
Librarian—Miss Jennie Smith.

Free access to books is permitted under supervision of Librarian, with an age limit of ten, but no strict rule drawn.

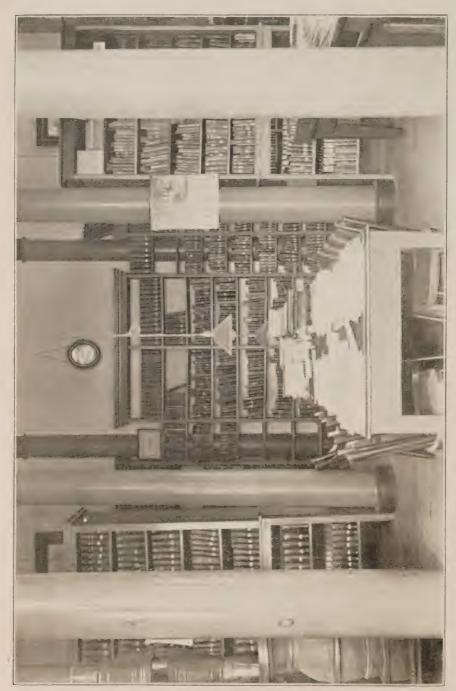
Up to the present time no recognized system of classification has been adopted, but books have all been re-classified under the following heads:—A—Art. B—Biography. C—Commercial. D—Domestic. E—Educational. F—Fiction. H—History. J—Juvenile. L—Literature. M—Miscellaneous. N—Nature. R—Religion. S—Science. T—Travel and Adventure. Z—Reference.



Harriston Public Library, first floor plan.



Harriston Public Library, basement plan.



Niagara Public Library. Interior view of the present Public Library, originally founded in 1800. The first library in Upper Canada.

NIAGARA PUBLIC LIBRARY.

The following interesting sketch has been prepared by Miss Janet Carnochan, a distinguished member of the Executive of the Ontario Library Association, who has laboured long and successfully in the cause of library development in Ontario. Miss Carnochan is widely known as the "unpaid official," having acted as Secretary of the Niagara Library for many years; prepared three of its catalogues; is on the book committee; is a censor of books, sometimes acting as librarian, and ever active in doing "all sorts of odds and ends" for the library to which she is devoted, and all without thought of remuneration. She has fought the battles of the Niagara Library in and out of season, and helped to raise money for it, finding full compensation "in the many pleasant hours spent within its walls and with its books; indeed, owing it a debt for the pleasures thus derived."

It would be a great thing for the library workers in Canada if more of the fraternity were animated with the same degree of energy and zeal as Miss

Carnochan.

"This library was formed in 1848 as the Mechanic's Institute, the name given then to libraries, so that it has had a life of sixty-one years, but we like to trace it back fifty years farther to 1800, when the Niagara Library, the first library in Upper Canada, was formed by forty-one men called the 'proprietors.' In those early days it speaks well for the love of literature possessed by those who agreed to pay an annual fee of four dollars. The history of this first library has been traced till 1820, and as traces of a library in 1825 and again in 1832 are found, we hope still to show a continuous history of a library in this town. The catalogue of 1,000 volumes seems to us rather heavy reading, beginning with Blair's Sermons, afterwards enlivened with history and travel; not till number 45 does any poetry appear, and the first work of fiction is number 258.

"Our library of 1848 started with one hundred members. The first president was Hon. W. H. Dickson, but Judge Campbell held that position for ten years. The three to whom perhaps the library owes most for its success are Judge Camptell, Rev. W. H. Withrow, and our veteran literatteur, Mr. Kirby. It has had many vicissitudes, sometimes almost defunct, but always restored to vigour. In 1898 a jubilee gathering was held to celebrate the fiftieth anniversary, when, from the books of the different secretaries, the unique fact was shown that the president, Mr. Kirby, had held that position for twenty-five years, and had been a member for forty-nine years, while Mr. Paffard had held the office of treasurer for thirtythree years. The portraits of these two gentlemen were placed on the walls to accompany that of Judge Campbell. The vicissitudes of the library were described by the present secretary in 1902, in a paper read before the Ontario Library Association; sometimes struggling for existence, using various plans to prevent a deficit, concerts, lectures, excursions, at one time even a dance, on several occasions a subscription was taken up besides the regular fee, all in the laudable endeavour to keep out of debt. In 1871, Mr. Withrow did much to revive the library, for some years at a low ebb. Various rented rooms were used till 1896, when a permanent home was found in the Court House of massive stone. The market building attached was no longer used, and a lease was obtained on condition of fitting it up. It is lofty, airy, commodious, well-lighted, in a central spot, 30 x 50 feet, with massive pillars which give a fine classic air of Grecian architecture. Who would think that these marked the butchers' stalls of former days?

"The library now numbers considerably over 6,000 volumes, being especially rich in history, there being over 800 volumes. The fee is \$1.50 yearly, and there

are 130 members. Over twenty of the best magazines are taken, British, United States and Canadian. Summer visitors are especially complimentary to our room and our choice of books. There is a good book committee of five, and the effort is as great to keep out objectionable books as to bring in suitable ones. There is *free access* to the shelves, and this privilege has not been abused, as very few books have been lost.

"Lectures were given by many noted men in the strenuous days of lectures. Many valuable books have been given at various times, and many books not gener-

ally found in the ordinary library may be consulted.

"The opening words of the register of the library of 1800, of which Andrew Heron, the editor of the *Gleaner* newspaper, was the organizer, may be quoted as a noble statement for those days in an early settlement.

"'Niagara Library, 8th June, 1800.

"'Sensible how much we are at a loss in this new and remote country for every kind of useful knowledge, and convinced that nothing would be of more use to diffuse knowledge amongst us and our offspring than a library, supported by subscription in this town, we whose names are hereunto subscribed hereby associate ourselves together for that purpose, and promise to pay annually a sum not exceeding four dollars, to be laid out on books, as agreed upon by a majority of votes at a yearly meeting to be held by us at this town on the 15th August annually, when everything respecting the library will be regulated by the majority of votes.'"

OTTAWA CARNEGIE LIBRARY.

During the past year a number of changes and additions have been made to

meet the ever-increasing demands of the public.

The capacity of the stack has been doubled, a Snead standard stack having been installed on the ground floor, and the old Hunter clutch bracket stack placed above it. The light grey enamel of the new stack has had the effect of brightening the stack room to a very material extent.

The reference collection having outgrown the capacity of the shelves in the reference room, three double oak stacks have been placed in the west end of the room, which practically doubles the former capacity while still leaving sufficient room for readers. Sloping shelves have also been placed above the old wall shelves,

to take the Oxford Dictionary and other heavy reference books.

The two study rooms, on the reference floor, have been fitted with wall shelving. These rooms are designed to serve a double purpose: to meet the needs of students, who can take there a number of books for research work, and to accommodate special collections. One of them is being utilized as a special teachers' reference library, including text-books and supplementary reading bearing upon the work of the public and high schools of the city.

On the main floor special charging desks have been placed in the children's room and the open-shelf room. Both these departments are now self-contained. Books for home reading may be taken in each case without the necessity of going to the general delivery desk. The circulation and other records of the open-shelf room and the children's department are kept distinct.

The convenience of readers has been further increased by separating the children's catalogue from the main catalogue, and placing the cards in a separate cabinet outside the children's department. A separate catalogue has also been prepared for the reference department, and it has also been put in a cabinet outside

the reference room. In the main hall the card catalogue has been placed on shelves facing the delivery counter, and tables have been provided for the convenience of readers in consulting the catalogue.

Special efforts are being made to co-operate with the schools. Collections of books are sent from the library to the Collegiate Institute and several of the larger public schools. Negotiations are also on foot with the Separate School Board looking toward a similar arrangement. It is hoped that in time a complete system of small libraries will be installed in the public, separate and high schools of Ottawa through the public library. The librarian has issued a special teacher's card, entitling the holder to take ten books at a time and keep them for a month. This privilege applies to all teachers in Ottawa schools of every description, public and private, and also to the students in the Normal School.

Odessa Public Library.

The village of Odessa has about 700 inhabitants, and is justly proud of its small brick library, which is entirely free of debt.

The size of the building is $16\frac{1}{2}$ x $40\frac{1}{2}$ feet, and is heated by a coal stove.

On the first floor is the reading room, $20\frac{1}{2} \times 16\frac{1}{2}$; a book room, 20×8 ; a small stack room and the librarian's living rooms.

On the second flat are the librarian's bedrooms. The cost of the building and site was donated by Mrs. George J. Ham (Margaret Breden Ham). The sum given was \$1,200. The cost of furnishing, etc., was \$200.00, which was raised by general subscription.

Members of the Library Board: Mrs. J. H. Gardiner, Mrs. A. Aylesworth, Mrs. (Dr.) James E. Mabee, Mrs. (Dr.) Hy. E. Day, Miss D. M. Wilson, Mr. J. H. Gardiner, Mr. James F. Dawson, Mr. Wm. Daugherty and Mr. S. W. Clark.

Librarian, Mr. John Denyes.

THE PENETANGUISHENE (CARNEGIE) PUBLIC LIBRARY.

The Penetanguishene Public Library, a cut of which appears on another page, is at the present time in course of construction. It is thoroughly modern in every respect, being built of Roman stone and buff-coloured pressed brick, the total cost being \$14,000, \$12,500 of which was donated by Mr. Carnegie. Within, it is so arranged that the whole floor can be seen by the librarian. There is a public reading room, a ladies' reading room, a board room and a cataloguing and secretary's room, besides the stack room. The latter is furnished with steel stacks and has accommodation for 10,000 volumes.

In the basement is a large assembly room for meetings of various kinds, besides smaller rooms for other purposes. Throughout, the building is heated by steam and lighted by electricity; the floors are of polished oak, with treads of cork matting. The other conveniences are complete.

The furniture, consisting of tables, chairs, wall-cases, revolving-cases, magazine

and paper racks, is of polished oak, to match the woodwork.

On the whole, the library building is one of the best in the Province for its size and on account of its excellent location; being situated on an elevation, it presents not only a finished but commanding appearance.

The Secretary-Treasurer of the Library Board is Mr. R. D. Keefe, B.A., Prin-

cipal of the Penetanguishene High School.

WARDSVILLE PUBLIC LIBRARY.

The Wardsville Library Association and Mechanics' Institute was organized in 1876. The first Board consisted of Wm. Harper, E. T. Dufton, P. C. Campbell. Wm. Henderson, M. F. Barclay and four directors. F. B. Reilly, J. M. Tait, W. H. Sparling and J. McLean. In 1897 it was recognized as a free library. In 1906, owing to an epidemic of smallpox in the village, it was closed for seven months of the year. Much discussion arose in the Council of 1907 regarding the books, some of the Councillors going so far as to advocate their return to the Government. It was finally decided to appoint a Board of Management, consisting of women. They were handed over the books and the sum of \$6.85, and given the annex of the Town Hall to be used for a library, at \$2.00 per month.

Feeling keenly the need of a more commodious building, the Board at once set to work. A number of concerts were given, but still there was a lack of funds.

Finally an appeal was made to the Old Boys and Girls, which was promptly and generously responded to, and to-day we have a neat little building 28 x 18, a surplus of \$30, and a membership of 140.

The present Library Board is the same as in 1907, and consists of the following: Miss E. Sheppard, president; Mrs. T. W. Dykes, secretary; Miss E. Campbell. treasurer; Mrs. A. Douglas, Miss B. Gardiner and Mrs. H. A. Wilson.

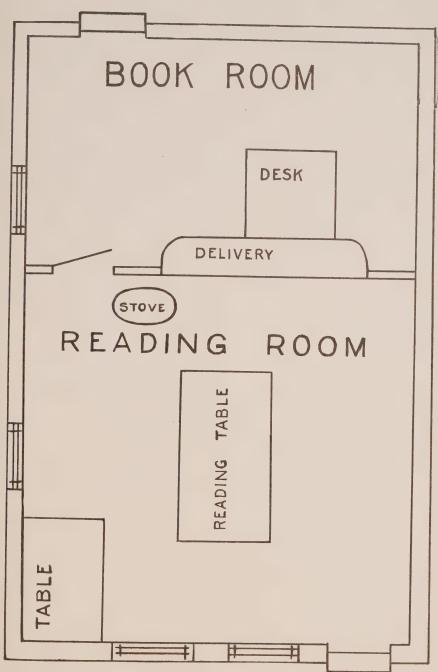
LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

The following Literary and Scientific Institutions, etc., having duly reported according to the requirements of the Act, have received the undermentioned grants.

Name.	Amount of grant.	Page.
	\$ c.	
Elgin Historical and Scientific Association	100 00	422
Essex Historical Society	100 00	422
Huron Institute	100 00	425
Lennox and Addington Historical Society	100 00	425
Lundy's Lane Historical Society	200 00	426
London and Middlesex Historical Society	100 00	427
Niagara Historical Society	200 00	427
Ontario Historical Society	1,000 00	428
Simcoe County Pioneer and Historical Society	100 00	429
Women's Canadian Historical Society of Ottawa	100 00	429
Women's Canadian Historical Society of Toronto	100 00	430
Women's Wentworth Historical Society.	400 00	430
Hamilton Scientific Association	200 00	431
Ottawa Literary and Scientific Society		432
Canadian Institute	1,000 00	432
L'Institut Canadien Français d'Ottawa	200 00	434
Ottawa Field Naturalists' Club		435
Wellington Field Naturalists' Club		436
Royal Astronomical Society, Toronto.	600 00	437
Society of Chemical Industry	200 00	437
Ontario Library Association	200 00	358
Reading Camp Association		440
Canadian Free Library for the Blind, Markham		438
*Ontario Society of Artists	500 00	438
†Central Ontario School of Art and Industrial Design, Toronto	400 00	439
Hamilton Art School	400 00 .	440
St. Patrick's Literary Association of Ottawa	No report.	440

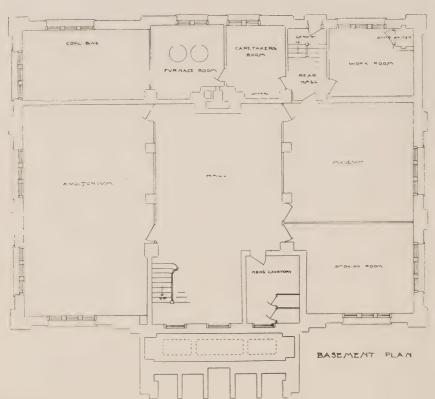
^{*} In addition to the grant as stated, this Society received the sum of \$800 for pictures purchased for the Department of Education museum.

In addition to the above grant a special grant of \$2,000 was paid this school through the Inspector of Technical Education.



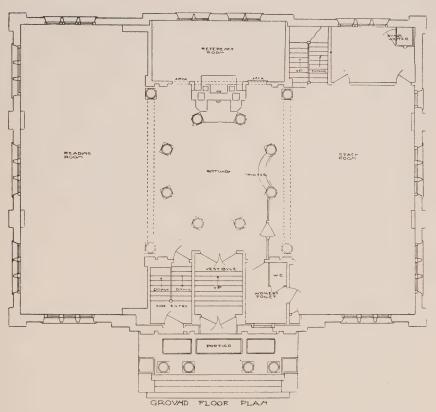
Wardsville Public Library, general plan. A typical rural library deserving encouragement.

PUBLIC LIBRARY WOODSTUCK ONTARIO



Woodstock Public Library, basement plan.

PVBLIC LIBRARY WOODSTOCK OMTARIO



Woodstock Public Library, ground floor plan.

ELGIN HISTORICAL AND SCIENTIFIC INSTITUTE.

In addition to the annual meeting of the above Society, six regular meetings and one open meeting were also held.

The following papers or addresses were given during the year:

By the President—" Early History of Kettle Creek Down to the Beginning of Settlement."

At an open meeting in the Public Library Building a lecture on the Quebec Tercentenary, illustrated by slides.

"A Black Dog Story of Long Point."

By Judge Ermatinger—"Colonel John Bostwick and the Bostwick Family"; "A Detroit Incident of the War of 1812: The Judge and the General."

By Mrs. John A. Kains-"Glentanner and the Bannerman Family."

By Mr. W. H. March—"Under Eight Flags: Description of a Mediterranean Town."

By Mrs. J. H. Wilson—"Some Old Letters Written at Port Stanley During the Rebellion of 1837-8."

By E. W. Jennings, B.A.—"The Life and Work of Mrs. D'Arcy McGee."

The membership roll now numbers 92 men and 110 women. Twenty-seven men and five women—new members—were elected during the year.

The officers for the ensuing year are:

President—James H. Covne, M.A., F.R.S.C.

Vice-President—Mrs. J. H. Wilson.

Secretary—Herbert S. Wegg.

Treasurer—W. H. Murch.

Curator—Mrs. H. Thomas Smith.

Editor—Judge Ermatinger.

Executive Council—Judge Cottes, Samuel Price, J. W. Stewart, Frank Hunt, K. W. McKay, Mrs. J. S. Robertson, Mrs. C. O. Ermatinger, Mrs. T. Duncombe, Mrs. St. Clair Leitch, and Honorary Secretary, Charles D. Oakes.

ESSEX HISTORICAL SOCIETY.

This Society, with headquarters at Windsor, held one public meeting and two committee meetings during the year. At one of these latter a resolution was passed calling the attention of the Government to the present condition of Fort Malden, at Amherstburg, urging that steps be taken for the reclamation of the Old Fort, the President reading a paper on Fort Malden, with a short description of the Town of Amherstburg, past and present.

Though the Society showed a balance on hand of \$216, only \$10.50 having been disbursed during the year, nothing appears to have been expended on the publishing of historical records.

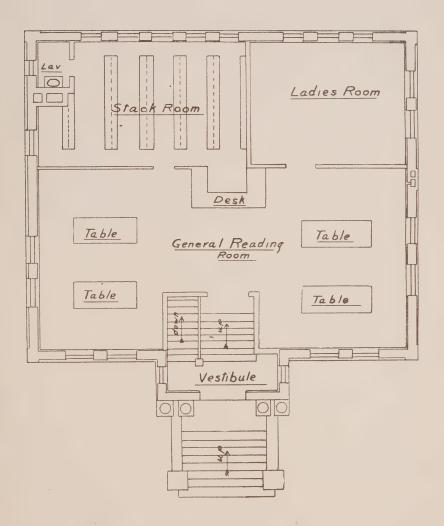
President—Francis Cleary.

Corresponding Secretary-Miss Jean Barr.

Secretary-Treasurer—A. J. E. Belleperche.

- CARNEGIE PUBLIC LIBRARY -

PORT ELGIN

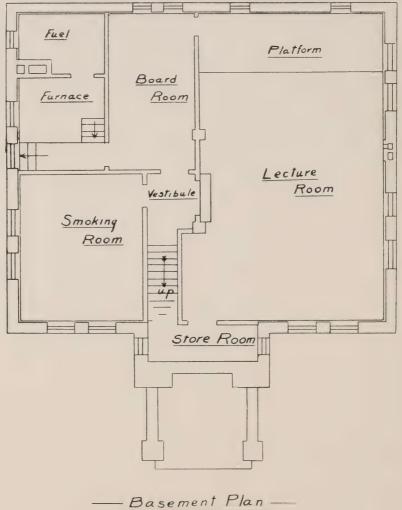


-Main Floor Plan -

Port Elgin Public Library, Main Floor Plan.

CARNEGIE PUBLIC LIBRARY -

PORT ELGIN



Port Elgin Public Library, Basement Plan.

HURON INSTITUTE.

Seven regular and one meeting of the Executive were held during the year, the average attendance being forty, besides meetings of the committee.

Papers were read by the following:

"The Aborigines." Rev. D. V. Lucas.

"Early Navigation on the Upper Lakes, More Particularly that of Collingwood." David Williams.

"The Lessons from the Trees." P. L. Trout.

"A Trip Through Canada's Northland." E. L. Stewart, D.L.S.

During the summer the Special Exploration Committee, led by the President, Mr. John Lawrence, Mr. M. Gaviller, and Mr. James Morris, explored the eastern slope of the Blue Mountain, between Craigleith and Banda, hoping to locate the Mission of St. Jean, where the missionary, Charles Garnier, was massacred by the Iroquois. The committee also prepared a map showing the several sites located and the trails believed to have been travelled by the Petuns. The museum contains 3,600 articles, including a copy of the celebrated Sanson map of 1656 and early maps of the Collingwood region. Much credit for this work is due to Mr. James Morris, the Curator.

The first official publication, "Papers and Records No. 1," is now in the printer's hands. The officers for 1909 are as follows:

Patroness—Mrs. J. Lawrence.

Honorary President—F. T. Hodgson.

President—M. Gaviller, C.E.

First Vice-President—Miss F. A. Redmond.

Second Vice-President—E. R. Carpenter.

Secretary—David Williams.

Treasurer—A. H. Cuttle.

Curator—James Morris.

Past President—John Lawrence.

LENNOX AND ADDINGTON HISTORICAL SOCIETY.

This Society completed its second year of existence May 6th, 1909, when the annual meeting was held in Historical Hall, Napanee.

During the year seven open meetings were held, and the following papers and lectures read and given. While few papers on local history were presented, several were promised for the fall meetings.

October 30-" The Making of the Empire." By Prof. C. F. Lavell.

November 27-" Sir Walter Raleigh." By Prof. J. L. Morrison.

December 29—"Ottawa: Its Parliament and Some of the Customs and Habits." By E. W. Grange.

December 29—"The Heroines of Canadian History." By W. S. Herrington, K.C. January 29—" Some Causes of the Present Discontent in India." By Alexander Laird.

February 12—"London in the Eighteenth Century." By Prof. J. L. Morrison. March 19—England in the Days of King Alfred." By Prof. L. E. Horning.

April 15—"The Ice Age." By Prof. A. P. Coleman.

The grant of \$100 from the Government was given upon the same understanding as has been reached in the case of all other historical societies in Ontario—that a fair portion of it should be devoted to publishing papers upon subjects of local interest. It is stated that a volume of records and papers will shortly be printed.

Donations of separate collections and articles of interest were received from 44 different persons, and others are promised.

The following are the officers of the Society:

Honorary Presidents—James Daly, Esq., Walter S. Herrington, K.C.

President—Clarence M. Warner.

Vice-President—Mrs. Alexander W. Grange. Secretary-Treasurer—Ulysses J. Flach, Esq.

Committee—Mrs. H. T. Forward, Rev. A. Macdonald, Uriah Wilson, M.P., George S. Hawley, Esq., Fred Burrows, Esq.

LUNDY'S LANE HISTORICAL SOCIETY.

Owing to the removal of the Secretary-Treasurer of this Society, Mr. James Wilson, to the office of Park Superintendent of Toronto, the historical work carried on by the Society for the past twenty-two years was somewhat neglected.

The removal by death of the Rev. Canon Bull, M.A., who was instrumental in founding the Society in 1887 and who was its President and mainstay for many years, was a serious blow to the Society. Yet another source of great regret, to which allusion is made in the Secretary's report, is Colonel Cruickshank's departure from Niagara for Calgary. For many years this industrious president devoted much of his time and talents to the investigation of the military history of the Niagara Peninsula, the success of the society being largely due to his active co-operation.

The following list of the publications that have been issued by the Society since its organization shows the conspicuous services rendered by Colonel Cruik-

shank:

Title.	Date of Issue.	Pages.	Author
The Battle of Lundy's Lane The Fight in the Beechwoods Queenston Heights Story of Laura Secord Canada in Memoriam The Servos Family A Loyal Sermon of 1814 The Battle of Lundy's Lane (2nd ed.) A Century Study of Upper Canada Niagara 100 Years Ago Butler's Rangers Fight in the Beechwoods (2nd ed.) The Battle of Lundy's Lane (3rd ed.) Drummond's Winter Campaign (2nd ed.) Drummond's Winter Campaign (2nd ed.) Drummond's Winter Campaign (2nd ed.) Documentary History, Part II. Documentary History, Part III. Documentary History, Part IIII. Drummond's Winter Campaign (2nd ed.) Documentary History, Part IV. Documentary History, Part V. Battle of Queenston Heights (3rd ed.) Documentary History, Part VII. The Siege of Fort Erie Documentary History, Part VIII. Documentary History, Part VIII. Documentary History, Part VIII. Documentary History, Part VIII.	1891 1891 1891 1891 1892 1892 1893 1895 1895 1896 1896 1897 1898 1899 1900 1902 1904 1904 1906 1906	46 24 46 15 8 12 10 46 26 38 114 34 50 31 270 216 300 16 328 30 367 326 46 635 52 280 280 400	Col. Cruikshank. Col. Cruikshank. Col. Cruikshank. Mrs. Curzon. Mrs. Curzon. Mrs. Curzon. Wm. Kirby, F.R.G.S. Rev. John Burns. LieutCol. Cruikshank. Rev. E. J. Fessenden. Miss Carnochan. LieutCol. Cruikshank.
Total		2776	

The total cost of these publications, borne by the Society, embracing 3,766 pages, amounts to \$4,140. The Society has been engaged in other laudable work. It was instrumental in according Christian burial, with imposing military ceremonial, to the remains of officers and men who fell and were buried in the trenches at Lundy's Lane. It was instrumental in securing the erection of a suitable memorial by the Dominion Government in honour of those who fell at the same battle, and a mausoleum for the disturbed remains. It has also aided the efforts of the Ontario Women's Historical Society in providing a memorial for Laura Secord, the famous heroine of 1812, and has also erected a cairn, with a memorial tablet, at Queenston Heights to commemorate the stirring events which centred around "the one gun battery."

LONDON AND MIDDLESEX HISTORICAL SOCIETY.

The regular meetings of this Society, which was organized in 1901, were held on the third Tuesday of every month from October to May, inclusive. The papers read at these meetings were as follows:

"Imperial Regiments in London in the Forties." By Mr. Thomas Champion.

"Anglican Indian Missions in the Diocese of Huron." By Mrs. W. H. Tilley. "Opening of the Great Western Railway." By Miss Augusta J. G. Gilkinson.

"The Postal Service of Canada." By. Dr. A. T. Campbell.
"Early Land Grants in Canada." By Mr. Fred Landon, B.A.

"An Ojibway Village." By Mr. Andrew Stevenson, B.A. "The Caradoc Academy." By Rev. John Morrison.

"Pioneer Life in Nissouri Township." By its Ex-Reeve, Mr. I. B. Fram.

Another number of the "Proceedings" of the Society, published during the year, is stated to have contained papers on "The History of London (Ont.) Street Names," by Miss Harriet Priddis; "The Opening of the Great Western Railway," by Miss A. J. G. Gilkinson, and the "Caradoc Academy," by the Rev. Mr. Morrison. No copy of this publication was sent to this office.

The number of members is not given, but in the financial statement \$48.50 is given as receipts of fees from that source, with a total credit balance of \$173.96.

Officers for the year 1908-9:

Honorary President-Hon. Sir John Carling.

President—Henry Macklin.

First Vice-President—Mr. Frank Lawson.

Second Vice-President—Mrs. Breckenden.

Corresponding Secretary—C. B. Edwards.

Recording Secretary—Florence A. Mitchell.

Treasurer—J. Dearness, M.A.

Auditors—J. Pearce and A. Fraser.

Executive Committee—Miss Macklin, J. Dearness, J. Pearce, C. T. Campbell, M.D., A. Fraser, Miss Priddis, Dr. Woolverton, Miss Canmel, Mrs. Brickenden, Mrs. Graham.

NIAGARA HISTORICAL SOCIETY.

Seven regular meetings of this most active Society were held during the year, and the following papers were read:

"Extracts from the Diary of Mr. Gilkinson, Ship-builder, Niagara, 1835-39." Miss Gilkinson, of Brantford.

"Soldier Pensioners of Niagara." Miss Creed.

"Kingston and Niagara: Resemblances and Contrasts." Miss Janet Carnochan.

"Reminiscences of Queenston." Miss Joanna E. Wood.
"History of Some Words We Use." Rev. Father Bench.

"Some Impressions of My European Trip." Miss J. Wood.

During the year many articles were added to the contents of the room. About 900 visitors recorded their names, and over 700 pamphlets were circulated. Over 500 copies of the report containing a full account of the formal opening of the building by the Lieutenant-Governor, Sir Mortimer Clarke, were printed and distributed. In September the annual visit was paid to the gravevards of the vicinity, among which notably was Butler's graveyard, "still unfenced." About twenty new members were added to the list. Satisfactory progress is being made in completing the catalogue. The editions of publications Nos. 7 and 10 were exhausted. The Society has sustained its reputation for extending information and giving all kinds of assistance in its power upon application. A photograph of Brock's cocked hat, for reproduction in colour in Nursey's Story of Isaac Brock, and other photographs, were loaned by Miss Carnochan. Owing to the kindness of sympathetic contributors the indebtedness on account of Memorial Hall was reduced to \$85.

The officers for 1908-1909 are as follows:

President—Miss Carnochan.

Vice-President—Rev. J. C. Garrett.

Secretary—Alfred Ball.

Assistant Secretary—John Eckersley.

Treasurer—Miss W. B. Servos.

Curator and Editor-Miss Carnochan.

THE ONTARIO HISTORICAL SOCIETY.

The annual meeting was held in London, September 10th and 11th, 1908.

The reports of the affiliated societies were read by the representative delegates attending, and affiliation of the Lennox and Addington Historical Society, of Napance, and the Tecumseh Society, of Thamesville, were reported, and the receipt of an application from the Brant County Historical Society.

The Secretary stated that during the ten years of its existence eight annual reports and eight volumes of papers and records had been published, a complete list of which appears in Volume VIII. Since 1898 the organization of twenty additional societies was also reported, and the interesting fact that 32 historical societies had affiliated since 1869.

Council meetings were held on October 11th, 1907, and March 31st, 1908.

At the annual meeting the resignation of the Treasurer, Mr. Frank Yeigh,

was accepted, with regret.

The President, Mr. F. B. Cumberland, delivered a most interesting and instructive address, in which the growth of the parent society and the work of the county historical societies were described at length; and, to emphasize the inestimable value of persistent historic research, the story of the recent discovery of the remains of Verendrye and his companions, through the energies of the priests of St. Boniface College, Manitoba, was recounted. Attention was drawn to the efforts of the Society in urging upon the Royal Society the setting apart and restoration of Fort Malden, Fort Erie, and Fort York, and the fight in which the Council had been constantly engaged in defending attacks upon the site of old Fort York, at

Toronto, by persons interested in constructing a street railway through the fort.

The papers read at the annual meeting were as follows: "The Beginnings of London." Dr. C. T. Campbell.

"The Highland Pioneers of Middlesex." Mr. H. McColl.

"The London Court House: A Model of Malahide Castle." Judge Ermatinger.

"Thamesville and the Battle of Moraviantown." Mrs. Kathleen B. Coutts.

"History of Fort Malden." Mr. Francis Cleary.

"Pioneers of Middlesex." Mr. Thomas E. Champion.

The receipts of the Society for the year ending June 30th, 1908, amounted to \$965.18, all of which was expended.

The following officers were elected:

Honorary President-Hon. Dr. R. A. Pyne, M.D., LL.D., M.P.P., Minister of Education, Toronto.

Past Presidents-James H. Coyne, M.A., F.R.S.C., St. Thomas; C. C. James, M.A., F.R.S.C., Toronto; George R. Patullo, Woodstock; Lieut.-Col. H. R. Rogers, Peterborough.

President—Barlow Cumberland, M.A., "Dunain," Port Hope.

First Vice-President—Lieut.-Col. E. Cruikshank, F.R.S.C., Ottawa.

Second Vice-President—David Williams, Collingwood.

Ex-Officio Vice-Presidents—Presidents of all affiliated societies.

Secretary—To be appointed by Council.

Treasurer—W. A. McLean, Toronto.

SIMCOE COUNTY PIONEER AND HISTORICAL SOCIETY.

Appreciating its responsibilities and the conditions attaching to the Government grant, the Simcoe Society has published the second of its series of "Pioneer Papers." This pamphlet is entitled "Memories of a Pioneer," by the Rev. Thomas Williams, and covers the story of the North Simcoe County from the early days, even preceding the War of 1812, up to 1890. These interesting sketches of pioneer life first appeared in the form of letters in the Orillia Packet. The Society has its third paper in preparation.

The officers for 1909-10 are as follows:

President—Judge J. A. Ardagh.

Vice-Presidents—Ex-Judge W. F. A. Boys, Mr. G. H. Hale.

Secretary—A. F. Hunter, Barrie.

Executive Committee-Lieut.-Col. W. E. O'Brien, John Rogerson, and John L. Warnica.

Total membership of Society, 38, five new members being elected in 1909.

Women's Canadian Historical Society of Ottawa.

Sixteen meetings of the above Society were held during the season of 1908-9. Ten of these were executive and six general. At the latter the following papers were read:

"On the Quebec Tercentenary," by Miss Eva Read.

"On the Welland Canal," by Mrs. Arthur Matheson.
"On the Chambly Canal," by Mrs. T. P. Foran.

"The First Three Years of British Rule in Canada," by Mrs Jeffers Graham.

"Queenston Heights," by Mrs. Thomas Ahearn.

"The Battleground of Chateauguay," by Madame Lelievre.

A feature of the proceedings of the Society was the study of Canadian history, arrangements being made that at each general meeting one member should give a synopsis of events during that period. These were presented severally by Mrs

D. H. McLean, Mrs. Bayley and Miss Cluff.

The work of the Society, it would appear, has been steadily advancing. The "papers" read before the Society for the first two years of its existence only have been printed. The final year of the first decade of its existence demonstrates that much has been accomplished and which, in the words of the Secretary, "will be fruitful with good pro cara patria." Twenty-seven papers have been prepared and read by its members since 1901.

A grant of \$100 was voted by the Legislature to help to defray the cost of publishing the transactions of the Society. C. E. Billings is Honorary Secretary.

Women's Canadian Historical Society of Toronto.

In the Secretary's report for 1907-8, though it is stated that "not much original work has been done or great advances made in any of the undertakings or ambitions of the Society," the regular monthly meetings were held and the following papers submitted:

"A History of the Old Fort at Toronto," by Mrs. Gordon Mackenzie and Miss

vander Smissen.

"A Short History of the Church and Shrine of St. Anne de Beaupre," by Mrs. Forsyth Grant.

"An Account of the Organization and Work of the National Council of

Women," by Miss H. M. Hill.

"History of the Island of Anticosti," by Mons. Paul Ballard. Translated and read by Lady Edgar.

"Sir Peregrine Maitland," by Mrs. Gordon Mackenzie.

"St. Helen's Isle," by Miss FitzGibbon.

"The History of the Ogden Family," by Miss Breda Ogden.
"A Life Sketch of Sir George Grey," by Mrs. S. G. Wood.

The death of Mrs. John A. Paterson, the First Vice-President, who had done much to augment the Queen Victoria Memorial Hall Fund, was touchingly referred to by Miss FitzGibbon, Acting Sceretary. The total amount of this fund was stated to be \$3,944.88 on Nov. 16, 1908.

The officers for 1908-1909 are as follows:

President-Mrs. Forsyth Grant.

First Vice-President-Mrs. Gordon Mackenzie.

Second Vice-President-Miss H. M. Hill.

Treasurer—Mrs. Stupart.

Recording Secretary—Miss Breda Ogden.

Corresponding Secretary—Miss FitzGibbon.

Women's Wentworth Historical Society.

The attention of the Society was largely taken up in planning for the erection of a suitable monument to commemorate the Battle of Stoney Creek and the memory of the veterans who fell in the defence of their country on June 6th. 1813. an event which meant so much to Canada and the Empire.

Lord Roberts, who was to have turned the first sod at Stoney Creek on August 6th, 1908, was prevented by illness. Plans for a monument prepared by Mr.

Rastrick were accepted. The Women's Wentworth Historical Society, the Wentworth Historical Society, and the County of Wentworth Veterans' Association agreed to raise \$1,500 to erect a monument upon Smith's Knoll, where a number of the dead are buried, and \$10,000 to erect a monument upon the site of the Women's Wentworth Historical Society, and that the Government grant of \$5,000 be set apart for the latter purpose. Sixty parties were held at the battlefield during the year. With 24 new names, the membership now numbers 161.

The officers were all re-elected by acclamation, and are:

President-Mrs. John Calder.

First Vice-President-Mrs. John S. Hendrie.

Second Vice-President-Mrs. R. R. Waddell.

Third Vice-President-Mrs. John M. Gibson.

Fourth Vice President—Mrs. John Crerar.

Fifth Vice-President-Mrs. Thomas W. Watkins.

Secretary—Mrs. Bertie Smith.

Treasurer—Miss Gartshore.

Historian—Miss Nisbet.

Delegates to Local Council of Women—Mrs. Bertie Smith, Miss Hendrie and Miss Nisbet.

HAMILTON SCIENTIFIC ASSOCIATION.

During the year ending May 14, 1909, twelve meetings of the General Association were held and twenty-four meetings of sections.

The following papers were read and discussed:

Inaugural address: "What Applied Science Has Done for the Farm." President A. Alexander, F.S.Sc.

"Microscopic Life—Diatoms." Mr. H. B. Whitton, Sr. "Some Notes on the Fiji Islands." Lyman Lee, B.A.

"Some Scientific Problems in Education." S. A. Morgan, B.Pæd.

"Local Flora." Mr. J. M. Dickson.

"Notes on the Late Collecting Season." Colonel C. C. Grant.

"The Battle of the Forest." Prof. B. E. Fernow.

"Buried Cities." Mr. Vincent Lightheart.

"Recent Investigations of the Thought Process." Prof. A. H. Abbott.

"Francis of Assisi." E. Kylie, B.A.

"Hugo De Vrie's Theory of Mutations." E. Morrison, B.A.

"Some Remarkable Comets." G. Parry Jenkins, F.R.A.S.

"Science and Theology." Colonel C. C. Grant.

"Australia." Lyman Lee, B.A.

"Serpent Worship." Rev. W. Delos Smith.

"Science and Theology (continued)." Colonel C. C. Grant.

"Great Achievements in Bridge Building." C. R. Young, B.A., Sc.

"Civic Improvement." Prof. L. H. Hutt.

"Haeckel: His Life, Work and Companions." Mr. H. B. Witton.

Considerable progress has been made by the Geological Section, a large number of specimens being sent to many parts of the world, some of which were new to science. Fossil sponges, sponge sections, graptolites, fucoids and bryozoons have

been added to the Association Museum. The Camera Section has showed great activity, the summer afternoon outings proving a great success. Weekly meetings of the Philological Section aroused much interest. The Museum is open to the public every Saturday afternoon.

The following are the officers for the year:

Honorary President—Adam Brown.

President—Lyman Lee, B.A.

First Vice-President—G. Parry Jenkins, F.R.A.S.

Second Vice-President—J. F. Ballard.

Corresponding Secretary—W. A. Child, M.A.

Treasurer—T. L. Scriven.

Curator—Col. C. C. Grant.

Present membership 236.

OTTAWA LITERARY AND SCIENTIFIC SOCIETY.

During the year ending May, 1909, there were six sessions of the Council of the above Society held.

The reading room is stated to have been well supplied with current literature, the sum of \$241 having been expended on "publications" and \$55.98 on "books and binding." Forty-four new books were purchased and 2,465 volumes issued to members. A handsome donation of \$250, the gift of Mr. John Manuel, is recorded.

The lecture course of the Society was amalgamated, experimentally, last winter with a general one, provided by the different literary societies of the city. The united programme was as follows:

October 30th, 1908-"Some Recent Advances in Political Science." Prof.

J. C. McLennan, University of Toronto (Toronto University Club).

November 13th—"Venetian Painters." Dean Lavell, Queen's University (the Women's Art Association).

November 27th—"Dean Swift and His Times." Dr. John Francis Waters (the Normal School).

December 11th—"Water and Disease." Dr. A. P. Knight, Queen's University (Field Naturalists' Club).

January 8th, 1909—"The Supernatural in Literature." Prof. Morison, Queen's University (Queen's University Club).

January 22nd—"Around the Great Lakes During the Seventeenth Century." Mr. Benjamin Saulte, F.R.S.C. (the Women's Historical Association).

February 19th—Dr. Adami, McGill University. "Dickens." Sir Louis Davis. "Scottish Bards." Dr. Foran. "Call of the Land." Dr. Robertson.

March 11th—"Electron Theory of Matter." Prof. Barnes, McGill University. April 1st—"Maps and Map-making in Canada." J. White, F.R.G.S. "Conservation of National Resources." Prof. Shortt.

A slight decrease in membership is recorded, 13 members having withdrawn and but two new ones elected.

CANADIAN INSTITUTE.

The report of the Canadian Institute for the year 1908-9 shows that at the eighteen meetings held eighteen papers were read and six presented by title. These were as follows:

[&]quot;Human Evolution and Human Disease." The President.

[&]quot;Economic Aspects of the Russian Revolution." Prof. Mayor.

- "Modern Methods of Wheat Breeding." Dr. C. E. Saunders.
- "A Story of a Franklin Search Expedition." J. B. Tyrrell.
- "Forest Management on the Biltmore Estate." Dr. C. D. Howe.
 "Mendæan Inheritance with Relation to Man." Dr. J. P. McMurrich.
- "Forestry on Waste Lands of Older Ontario." E. J. Zavitz.
- "Nigeria: Its Country and Its People." Dr. J. H. Elliott.
- "A Cycle of Interesting Astronomical Facts." A. Elvins. Darwin anniversary. Addresses.
- "Archaeology as a Science and as a Study." Dr. N. De Witt.
- "The Tooth of Time." Prof. A. P. Coleman.
- "Earthquakes and Changes of Level." Prof. A. P. Coleman.
- "A Flint Hunt Into the Sahara." C. T. Currelly.
- "Surface Tension." Prof. F. B. Kenrick.
- "Modern Methods of Sewage Treatment." T. Aird Murray.
- "The Settlement of Northern Ontario." T. Southworth.
 "Summer Station Work in Canada." Prof. Macallum, Prof. McMurrich, Dr.
- "Notes on the Ophiurian Genus Protaster." Prof. W. A. Parkes (by title).
- "Distribution of the Fats, Chloride, Phosphates, Potassium and Iron in Striated Muscle." Miss M. L. Menten, B.A., M.D. (by title).
 - "Geology of the Lake Wendigoken Region." E. S. Moore, M.A. (by title).
- "The Geological Connection of the Caribean Region." R. J. Lechmere Guppy (by title).
 - "The Crystallization of Erythrite from Cobalt." W. T. Green, M.A. (by title).
 - "On the Origin of the Canadian Apatites." W. H. McNairn, M.A. (by title).

THE REPORT OF THE BIOLOGICAL SECTION.

The Biological Section of the Canadian Institute submits the following report of the work done during the season of 1908-1909.

The session held nine general meetings, at which the following lectures and papers were given:

- "The Evolution of the Science of Plant Breeding." The President.
- "Natural History Notes of a Trip to England." J. B. Williams, F.Z.S.
- "Notes on Structure Habits of Orchids." J. H. White, M.A.
- "Insect Galls of Ontario." T. D. Jarvis, B.S.A.
- "Some Recent Work of Importance in Economic Entomology." Rev. C. J. S. Bethune, M.A., D.C.L.

Exhibition of specimens.

- "Fresh Water Polyzoa." Dr. E. M. Walker.
- "The Work of the United States Forest Service." Dr. C. D. Howe.
- "Evolution, Progressive or Experimental." S. Dillon-Mills.

The membership roll places the life members at 16, honorary members 4, ordinary 101, associate 58, non-resident 10, junior 4, a total of 193.

The Treasurer's report places the total expenditure at \$2,208.36. Of this \$495.60 is for "printing transactions," \$63.70 for magazines, and \$300 for binding. There is nothing to show any expenditure on account of books, but the question of a stack for the library is under consideration. An exchange of publications with 561 learned societies is noted, from which 2,377 transactions and proceedings were received. The number of volumes and periodicals bound was 946, and the Institute received 142 donations.

The officers and members for the present season are:

President—Dr. J. H. Faull.

Vice-President—Mr. S. Dillon-Mills.

Treasurer—Mr. John H. Young.

Secretary-Mr. L. Boyer Brown.

Curator—Mr. J. B. Williams.

Council-Dr. A. R. Abbott, Mr. W. H. Blizzard, Mr. A. Laughlin, Mr. W. B. Tindall.

L'Institut Canadien Français d'Ottawa.

The report of the proceedings of L'Institut Canadien Francais and the review of its functions, social and literary, is both interesting and unique. It is regrettable, however, that the financial statement for the year 1907-8 should show a deficit of \$125.82. A credit balance of \$11.48 from the previous year is not entered. Of this deficit the sum of \$15.40 represents the difference between \$197.78 expended on an "oyster banquet" and \$182.30 contributed for the feast by the members. This style of allurement may have been necessary to sustain the interest of the members, the fees paid by whom reached only \$120, as compared with \$162 collected the previous year. In possible explanation of this somewhat costly function, it may be well to quote the words of the industrious and well-informed Secretary, who writes that "to this banquet we always invite each year the connoisseurs of literature, of science, and of-oysters, at which what animation and heartiness is present and how much all the guests of different nationalities there represented fraternize with each other."

I refrain from marring the picture so admirably drawn by Mr. Genest by further comment, so will pass from the story of the love-feast and the passing of the aphrodisiac oyster to the most important event of the year-"the formation of a new literary club, * * * with 98 members, all zealous adepts, of whom 38 are ladies." It is claimed that in the creation of this subsidiary club the Institut "merited its device 'Labour and Concord,' " and much credit is due the Abbe Le Bel, the distinguished professor who conducts the courses of lectures. Twenty

of these were devoted to psychological subjects.

1. "The Common Mind. The Scientific Mind. The Philosophical Mind."

2. "What is Psychology? Physical Phenomena, Physiology, Psychology." 3. "The Psychological Conscience. Our Three Faculties: Sensibility, Intelligence, Will."

4. "Affective Life: Sensibility, Pleasure, and Pain."

5. "Sensations and Sentiment."

6. "Inclinations and Passions."

7. "Intellectual Life. The Intelligence. The Functions of Acquisition, of Preservation, of Elaboration."

8. "Function of Acquisition. Exterior Perception."

9. "Functions of Preservation. Memory: Preservation, Recalling, Gratitude Localization, Remembrance, and Reminiscence."

10. "Imagination Created or Reproduced Again."

11. "The Association of Ideas."

12. "The Functions of Elaboration. The Attention, Abstraction, Generaliza tion."

13. "The Judgment."

14. "Reasoning, Induction, Deduction."

- 15. "The Principal Directors of Knowledge of Reason."
- 16. "Active Life: Instinct."
- 17. "Custom."
- 18. "Will."
- 19. "Character."
- 20. "Liberty."

Appendix to Psychology.

21. "Language."

- 22. "Aesthetics: The Sentiment of Aesthetics, Refined Nature, Art."
- 23. "Physical and Moral Relations: Sleep, Dreams, Somnambulism, Hallusination, Lunacy, Hypnotism, Alcoholism."

At the literary conferences on Sundays the following subjects were considered: 'The French Literature of the Middle Ages' and "The Rationalism of Morals." The conference also dealt with the:

- 1. "The French Language: Its Origin, its Formation, its Successive Developments."
 - 2. "Heroic Poems: Roland."
 - 3. "The Romances of the Round Table: The Chevalier and the Lion."
 - 4. "The Theatre: Miracles, Mysteries, Farces, Pathelin."
 - 5. "History: Its Origin. Villehardenin, Joinville."
 - 6. "Courses in History: Froissart, Comines."

Philosophical Conferences.

1. "Can Morality Surpass Religion?"

2. "Can Morality Surpass Liberty?"

- 3. "Can Morality Surpass Responsibility?"
- 4. "Can Morality Surpass Sanction?"
- 5. "Morality and Science."
- 6. "Morality and Catholicism."

The Institut, now in its fifty-seventh year, possesses a spacious lecture hall, where members have the privilege of consulting the best journals and reviews in English and French, home and foreign.

The officers for the year 1908-9 are as follows:

Patron—His Grace Archbishop Duhamel, Ottawa.

Honourable President—The Right Honourable Sir Wilfrid Laurier, Prime Minister of Canada.

President—A. T. Genest, C.E.

Vice-President—Francis J. Audet.

Secretary and Archivist-J. M. Lalonde.

Secretary Corresponding—Bernardin Boutet.

Treasurer—J. E. Martin.

Librarian-J. A. Cautin.

Dramatic Director—Chevalier F. R. E. Campeau.

Musical Director—A. N. Lafontaine.

Director of the Course—G. Matte.

OTTAWA FIELD NATURALISTS' CLUB.

According to the annual report of this energetic organization, the most important works of the year were the weekly excursions held during the spring

and fall months, at which from 20 to 250 and 300 persons were present. These comprised various groups for the study of botany, geology, and bird and insect life. Later in the day the "catch" was exhibited and addresses given. On rainy days the club met alternately at the Seed Division, the Fisheries Museum, and the Geological Survey.

The spring programme was as follows:

April 25th—Rockcliffe.

May 2nd—Beechwood.

May 9th—Queen's Park, Aylmer.

May 16th—Beaver Meadow.

May 23rd—Cronsides' and Wright's Island.

May 30th—Cumberland (general excursion).

June 6th—Brennan's Wharf.

June 13th—Cache Bay, Hull.

June 20th-McKay's Lake and Outlet.

June 27th—Eastman's Springs (general excursion).

The fall excursions were:

September 12th—Fairy Lake and Beaver Meadow.

September 17th—Experimental Farm.

September 26th—Rockcliffe and McKay's Lake.

A large number of the students of the Ottawa Normal School took advantage of these outings, conducted by scientists in the service of the Dominion.

During the winter a course of lectures, free to the public, was also given.

During the year Volume XXII. of the Ottawa Naturalist was published, in twelve numbers. This consisted of 270 pages and eight full-page plates; and, besides a number of short notes contributed by collectors and observers, contains a full account of the proceedings of the club. The more important papers, 26 in number, dealt with the following subjects: (1) Nature study, (2) botany, (3) entomology, (4) conchology, (5) ornithology, (6) zoology, (7) meteorology, and (8) geology.

The club is divided into eight branches, some of which hold house to house evening meetings in the winter months, at which various papers are read by the respective "hosts" and discussion follows. Gatherings of young people have also been addressed on popular scientific subjects.

The present membership is 321, of which 47 are new members, the largest net gain in the history of the club.

Wellington Field Naturalists' Club.

The report of this Society for the year 1908-9 states that its objects are:

(a) Conducting a biological survey of the County of Wellington;

(b) The advancement of the study of natural history.

Meetings were held fortnightly from the second Wednesday of October to the second Wednesday of April, 1909, unless addresses of a character interesting to the members happened to be given at the Guelph Agricultural College. During the summer the officers were engaged with the teachers in attending the various nature study and elementary agriculture courses.

Chief of interest among the many papers read before the Society were:

"Mutual Relations Between Birds and Insects" (illustrated). I. W. Jones. Excursion to Fruit, Flower and Honey Show.

"Peculiar Habits of Some New Zealand Animals and Plants." Alex. McTagert, New Zealand.

"Some Green Microscopic Plants."

"Protozoa Diseases Among Poultry."

"Some Common Lichens in This Locality." J. W. E.

"Wild Life in Saskatchewan." S. J. Nevell, Regina.

The present officers are:

Honorary President—Prof. J. C. S. Bethune, D.C.L.

President—J. W. Eastham, B.Sc.

Secretary-Treasurer—C. R. Klinck, B.S.A.

Editor—T. D. Jarvis, B.S.A.

Botanical Editor—J. E. Howitt, M.S.A.

ROYAL ASTRONOMICAL SOCIETY.

The only report received from this important Society at the time of going to ress was a financial statement, showing that the income for the year ended June st, 1909, was \$4,749.00 and the disbursements \$3,241.87, leaving a cash balance and reserve fund in the bank of \$1,507.13, against which there were outstanding abilities amounting to \$1,066.65.

SOCIETY OF CHEMICAL INDUSTRY.

Monthly meetings of the Canadian Section of the Society were held during the ession in Montreal and Toronto, at which the following papers were read:

October 9th, 1908—"Customs Chemistry." Mr. F. W. Babington, at Montreal.

October 23rd—Smoker, at Toronto.

November 19th—" Chemistry Relative to Food." Prof. J. F. Snell, at Montal.

November 26th—" Organisms of Fermentations." Prof. Ramsay Wright, at loronto.

December 18th—"Alloys." Dr. A. Stansfield, at Montreal.

January 22nd, 1909—"Electro-Metallurgical Process." Mr. J. C. King, at Coronto.

January 22nd—"Influence of Environment on Wheat." Prof. F. T. Shutt, at ontreal.

February 25th—"Stassfurt Potash Salts." Mr. B. L. Emslie, at Toronto.

March 12th—Annual general meeting. (a) Elections; (b) "The Contact Process." Mr. N. B. Prichard, at Montreal.

March 25th—"Industrial Smoke Problem." Mr. A. Sullivan, at Toronto.

April 8th—"Sugar Refining." Mr. C. F. Bardorf, at Toronto. April 16th—"Wood Alcohol." Mr. R. A. Donald, at Montreal.

The Executive attended, through invitation, the meetings of the American Electro-Chemical Society, held at Niagara Falls, Ont., on the 6th, 7th and 8th of May. The annual general meeting was held, for the first time in Montreal, on March 12th, 1909. The Society incurred a distinct loss by the retirement of Mr. H. vander Luide from the Vice-Chairmanship, a large measure of its success being lue to his unremitting efforts. As evidence of the appreciation of the aims of the

society, 25 new members were added to the roll. The third number of the Bulletin was published. Both in Montreal and Toronto official copies of the Journal since 1881 are kept on file.

The officers and Executive Committee for the eighth session, 1909-10, are as

follows:

President—Ira Remsen.

Chairman-Milton L. Hersey, M.Sc., LL.D.

Vice-Chairmen—W. Lash Miller, Ph.D., Toronto; A. McGill, B.A.Sc., F.R.S.C.,

Ottawa; Wallace P. Cohoe, Toronto.

Committee—E. G. R. Ardagh, M. L. Allard, C. F. Heebner, A. Neighorn, W. B. Tindall, G. J. Webster, Nevil N. Evan, C. F. Bardorf, R. F. Ruttan, T. H. Wardleworth, F. L. Langmuir.

Honorary Local Treasurer—J. W. Bain, B.A.Sc.

Honorary Local Secretary—Alfred Burton, 2-6 Liberty Street, Toronto.

Resident Secretary for Montreal—Joel B. Saxe, 171 St. James Street. The membership now reaches 185.

CANADIAN FREE LIBRARY FOR THE BLIND, MARKHAM.

In the month of July, 1907, the Canadian Free Library for the Blind was opened at Markham, its foundation being mainly due to the energy of the late E. F. B. Robinson, M.A., Secretary, whose death occurred in November, 1908. Starting with but 26 members and less than 200 volumes, the membership had increased to 98 in July, 1909, and the books to 645. From a circulation of 982 volumes in 1907 it had reached the surprising total of 3312 in the same period, a splendid showing. In view of this rapidly increasing circulation and the difficulty of procuring any system of tactile print, the Board of Management are considering the installing of a stereotyping plant to meet the demand and tastes of its readers. Hitherto the blind in Canada have been almost wholly dependent upon transcribing works from ink-print books, with the help of sighted readers, the prices of the publications of the American Printing House for the Blind, at Louisville, Ky., being almost prohibitive. A music department has recently been added to the library, containing 280 pieces, vocal and instrumental, a branch of the fine arts which, by custom and natural inclination, has been considered peculiarly adapted to the blind.

The third annual meeting was held at 93 Church Street, Toronto, January 18th,

1909, when the following were elected as a

Board of Management—Messrs. F. W. Johnston, E. Hermon, C. B. Lloyd, S. C. Swift, M. A., and B. Crew.

The executive officers for the year 1909 are:

President—F. W. Johnston.

Treasurer—E. Hermon.

Secretary—S. C. Swift, M.A.

Librarian—Mrs. Marion Robinson.

The receipts for 1908 amounted to \$840.97; all expended, but leaving a deficit of \$335. This shortage was, it is stated, primarily due to fraudulent collections of subscriptions by an unauthorized collector.

ONTARIO SOCIETY OF ARTISTS.

This Society, which has done so much to encourage the practical pursuit of painting and drawing and to develop a taste for fine art, has been more than ever

tive in its successful attempts to raise the standard of art, and with it a greater ve for culture and refinement throughout the Province.

At the annual meeting, held February 25, 1909, the following officers were ected:

President—E. Wyly Grier.

Vice-President and Treasurer—C. W. Jefferys.

Secretary—R. F. Gagen.

Auditors—James Smith and C. E. Nourse.

Executive Council—M. E. Wrinch, F. H. Brigden, Gustav Hahn, F. M. Bellmith, G. A. Reid, C. M. Manly, and J. D. Kelly.

At the thirty-sixth annual exhibition 146 works, comprising oil and water-

lor paintings and sculpture, attracted a large attendance.

At the art galleries of the Canadian Exhibition in September, the arrangement which was placed in the hands of the Society, the display consisted of 204 works, oil, water-colour and sculpture, among the artists represented being Sargent, avery, La Thangue, Riviere, Prinet, and Grieffenhagen; and at the Ottawa Central anadian Exhibition 150 works were shown, a proof of business combined with art at is deserving of every encouragement.

The two pictures selected by the Society, and priced at \$100 each, were "Autumn

the Prairie," by C. W. Jefferys, and "Boy and Dog," by Fred Haines.

The pictures purchased with the special Government grant of \$800 in 1909 and as selected by the committee appointed for the purpose were:

"The Heart of the Forest," by F. H. Brigden.

"A Muskoka Garden," by M. E. Wrinch.

"The Restless Deep," by W. Cutts.

"Albion's Rock-bound Coast," by F. M. Bell-Smith.

"Contentment," by Fred Haines.

"In Time of Peace," by F. McG. Knowles.

CENTRAL ONTARIO SCHOOL OF ART AND INDUSTRIAL DESIGN.

Upon reference to former reports of the late Inspector of Public Libraries, etc., find that none is published in connection with the above school, though a secrety's report and a financial statement are both on file in the Department. The uplanation for this appears to be that while the legislative grant of \$400 was partified to by the late Inspector Leavitt, inspection of the Central Ontario School Art was apparently entrusted to the Inspector of Technical Education, Mr. A. H. eake. As no report upon this art school appears in Mr. Leake's last two annual aports, and as the late Inspector of Public Libraries, etc., certified to the grant, I have assumed that a share of responsibility rests upon this office, and hence submit the following:

In making their nineteenth annual report, the President and Secretary gain draw attention to the deplorable fire that occurred during the last week of the school, May, 1908, by which almost all of the casts and other properties were estroyed, and upon which no insurance was carried. Through the liberality of few persons nearly \$300 was subscribed, without which, it is stated, the school ould not have reopened. Three terms of ten weeks each were held between ctober 5th, 1908, and May 1st, 1909, with 45 students female and 76 male. The stal attendance for the 85 lesson days was 5,244. Twenty different trades and ecupations were represented, besides 43 ordinary students. A small exhibition of ork by the classes was held the last week of May. The classes were divided into

the three following divisions: Antique, painting and life, primary, with the following attendance respectively: 2,540, 1,673, 1,031.

Notwithstanding the exercise of the greatest economy and that the total receipts from fees amounted to \$1,415.75, as against \$1,780 paid in salaries, there was a deficit of \$840 on the 31st of May, 1907; this was slightly reduced by May 1st, 1908, but it had increased to \$913.03 on May 1st, 1909.

The Ontario School of Art has an interesting history. It was founded in 1876, the first art school in the Province, and has had a somewhat accented career. Its influence has been most marked, many of those who have attended it being to-day leaders in various paths of art, both in Canada and abroad.

THE HAMILTON ART SCHOOL.

The records of this office show that the Hamilton Art School rendered a statement of income and expenditure and assets and liabilities for the year ending 31st of May, 1909, upon which out of the legislative grant of \$4,000 for art schools and art museums, \$400 was paid through this office. As no report, however, other than the financial statement referred to was submitted, further particulars cannot be given. The income exceeded the expenditure by \$1,312.87. A special grant of \$2,000 was subsequently paid through the Inspector of Technical Education, who reports that the school is now closed, the work being under the supervision of the Board of Education.

St. Patrick's Literary Association of Ottawa.

Though every effort was made to obtain a report from the above Society for the current year, none was forthcoming. The last communication from this Association was the acknowledgment of a cheque for \$200, being grant for 1908, dated November 25th, of that year. The legislative grant for 1909 was not paid.

READING CAMP ASSOCIATION.

The Reading Camp Association, in addition to the legislative grants amounting to \$4,650 in all, has received from the Department of Education thirty Travelling Library cases in the last two years.

From the 8th annual report, 1907-1908, and the letters of endorsement as published from railway men, lumbermen and others therein, it would seem that the work accomplished has been eminently satisfactory, from the employers' standpoint. The literature supplied the men and the instructions given in some of the reading camps is considered worthy of every encouragement. Instances are noted of men of the lowest ideals and behaviour being completely reformed by the influences of a clean book and a "square talk" from an instructor. The Sunday "sing-songs" are claimed to have accomplished much.

As most of the printed letters from the instructors merely give the name of the camp, but omit to specify the Province, it is not easy to find out what proportion of the work referred to has been carried on in Ontario, and what proportion in the Western Provinces. Out of 23 letters and reports as printed, describing the work done—but all undated—by 29 instructors, only 13 of the letters refer by name to this Province. Of the \$5,030.81, the total private contributions received from all parts of the Dominion for 1907-8, \$3,727.65 appears to have

ome from Ontario. Of this, the Ontario Government gave \$500 as a cash grant at \$100 for printing, besides school books, scribblers and pencils, and the loan Travelling Libraries. Of thirty libraries loaned, eleven were lost, or not remark, valued at \$550; only \$50 of this has been repaid. This represents the subantial total of \$5,300 contributed by the Ontario Government. Yet it is ferred to on page 37 of the printed report as "small money grants."

In the statement of income and expenditures, \$1,381.33 is charged to office and meral expenses, \$4,333.29 for instruction and salaries, and only \$179.44 for camp literature." It would seem therefore that were it not for the Travelling braries loaned by the Department of Education, the Reading Camp Association ould be a "Reading" camp in name only. Sixty books are acknowledged as

fts from booksellers, besides a few magazines and newspapers.

As no reports have been received by this Department showing the circulation the books in the camps, it is impossible to estimate the "reading results," or what extent the libraries loaned have accomplished their specific purposes.

While admitting the drawbacks that confront those superintending the work, set with difficulties, inseparable from frontier conditions, the apparently small mount expended on reading matter, and the serious loss sustained by this Deartment in books, suggests that the system as followed presents great room for vision and improvement.

OFFICE STAFF AND WORK.

I cannot close this report without acknowledging the faithful assistance of Mr. Lemon, whose long connection with this office in charge of correspondence files, ports, circulars and forms, renders his services of particular value, and of the ficient work of Mr. B. Riddell in the supervision of the shipping of Travelling ibrary cases and his progress in book binding and repairing. I have added an phabetically indexed accession book to the records of the office, in which are being stered under author's name and title all of the 8000 volumes that are now in reculation through the Travelling Libraries. The work of the Inspector's office rapidly increasing in volume and importance, and unremitting application is quired in the effort to keep pace with the ordinary routine, apart from new namels of activity inseparable from development.

Toronto, December, 1909.

NOTE.—Copies of this report are mailed to the Secretaries of all Public Library Boards storical, Literary and Scientific Societies, and Art Schools, in the Province of Ontario, d to other interested persons upon request. Those Institutions entitled to receive a copy d failing to do so should notify the Department.

APPENDIX M.-PROVINCIAL NORMAL AND MODEL SCHOOLS.

I.—PROVINCIAL NORMAL SCHOOL, HAMILTON.

JANUARY, 1910.

Staff.

S. A. Morgan, B.A., D. Pæd
F. F. Macpherson, B.A
E. T. Seaton, B.A Master: Mathematics. J. Voaden, M.A
Julien R. Seavey
H. A. Stares
Oscar Main
Miss Clara E. Elliott
S. J. Huggins
A. J. Painter Instructor: Manual Training.

Students Admitted, Session 1909-1910.

Male				٠				۰	 				٠		 		۰	۰	 	٠		 	۰	۰	. !			27	
Femal	le			٠	 	 	٠		 	٠	۰	 		۰	 	۰			 	٠	٠	 	٠	٠		 	1	71	
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II.—PROVINCIAL NORMAL SCHOOL, LONDON.

JANUARY, 1910.

Staff.

S. J. Radcliffe, B.A
John Dearness, M.A
A. Stevenson B.A
J. P. Hoag, B.A
S. K. Davidson Instructor: Drawing.
Fred. L. Evans
J. W. Westervelt
Miss Allene B. Neville
Albert Slatter
Sugden Pickles

Students Admitted, Session 1909-1910.

Male Female													20 167
Total	 												187

III.—PROVINCIAL NORMAL SCHOOL, NORTH BAY.

JANUARY, 1910.

Staff.

	Swy.
C. Ra No F.	Casselman Principal: Science. Karr, B.A., B. Pæd. Master: Science of Education. Norris, M. A. Master: Mathematics. amsay Instructor: Drawing. branan Eagleson, Mus. Bac. Instructor: Music. Hagerman Instructor: Manual Training. Catharine T. McCaig Instructor: Household Economics.
	Students Admitted, Session 1909-1910.
	Male 3 Female 41 Total 44
	Total 44
	IV.—PROVINCIAL NORMAL AND MODEL SCHOOLS, OTTAWA.
	January, 1910.
	1. Staff of Normal School.
	White, LL.DPrincipal: History of Education and English
H.	Putman, B.A., B. Pæd. Master: Psychology and English. Slemon, B.A. Master: Mathematics.
W	Gibson, M.A
V	F. Fleming
A	Brown Instructor: Music.
C.	Logan
gg	Eliza Bolton
88	A. E. Robertson
S.	Harterre Instructor: Manual Training.
	Students Admitted, Session 1909-1910.
	Male 5
	Female 154
	Kindergarten Students 159
	Total
	2. Staff of Normal Model School, Ottawa.
A	Jones, B.A. Head Master. Dobbie First Assistant.
10	Coombs M A Second Assistant.
C	Juff BA
99	M E Butterworth
SS	A. G. Hanahoe Second Female Assistant. J. Foster Third Female Assistant.
22	A Delaney
88	M. R. Elliott
ISS	Eliza BoltonKindergarten Directress.
ISS	A. H. Baker Kindergarten Assistant. F. Fleming Instructor: Drawing.
A	Brown
E	mery
iss	A. E. Robertson Instructor: Household Economics.
U.	Logan
ν.	Number of pupils, 1909 283
	Number of Kindergarten pupils, 1909
	* * * * * * * * * * * * * * * * * * * *

V.—PROVINCIAL NORMAL SCHOOL, PETERBOROUGH.

JANUARY, 1910.

Staff.

Duncan Walker, B.A. P. Henry G. Park, B.A., D. Pæd. M. Samuel J. Keyes, B.A., E. Pæd. M. George A. Cornish, B.A. M. John A. McKone III A. N. Scarrow III Miss Jessie C. McRae III Miss Ethel M. Steinhoff III Miss Iva J. Coventry III Miss Helen Davies III	Iaster: Science of Education. Iaster: English. Iaster: Science. Instructor: Writing. Instructor: Manual Training. Instructor: Art. Instructor: Household Economics. Instructor: Physical Culture.
Miss Helen DaviesIr	nstructor: Music.

Students Admitted, Session 1909-1910.

Male Female		 		 	 	 				 							28 130	3
																		_
Tota	ล1																158	2

VI.—PROVINCIAL NORMAL SCHOOL, STRATFORD.

January, 1910.

Staff.

S. Silcox, B.A., D. Pæd
J. Bottomley, A. R. C. O
S. Pickles
Miss E. M. Cottle
Mrs. Helen Mayberry Instructor: Art.
Miss Allene B. Neville
Students Admitted, Session 1909-1910.
Male
Female 163
Total 193

VII.—PROVINCIAL NORMAL AND MODEL SCHOOLS, TORONTO.

JANUARY, 1910.

1. Staff of Normal School.

Wm. Scott, B.A Principal: History of Education, Scho
Management and Grammar.
D. D. Moshier, B.A., B. Pæd Master: Psychology and English.
Wm. Prendergast, B.A Master: Mathematics and English.
David Whyte, B.A Master: Science.
A. T. Cringan, Mus. Bac Instructor: Music.
Jas. H. Wilkinson
Miss Auta A. Powell
Miss Nina A. Ewing Instructor: Household Economics.
Miss Mary E. Macintyre
Mrs. Jean Somers Instructor: Calisthenics.
Mrs. Emma Macbeth Instructor: Needlework.
SergtMaj. E. H. Price, R.C.R
Mrs M W Brown

Students Admitted, Session 1909-1910.

Male 8 Female 216	
Kindergarten Students	224 53
Total	277

2. Staff of the Normal Model School, Toronto.
ngus McIntoshHead Master.
liss M. MeehanFirst Female Assistant.
t. W. Murray, B.A First Male Assistant.
liss May K. CaulfeildAssistant.
homas M. Porter Assistant.
liss A. F. Laven
lilton A. Sorsoleil
liss Hope MerrittAssistant.
liss C. E. Kniseley
Aiss Lillian Davey
liss Auta A. Powell
T. Cringan, Mus. Bac
liss Mary E. Macintyre
Iiss Ellen Cody Kindergarten Assistant.
Irs. Jean Somers Instructor: Calisthenics.
Ars. Emma Macbeth
SergtMaj. E. H. Price, R.C.R Instructor: Drill.
Irs. G. de Lestard Instructor: French.
as. H. Wilkinson Instructor: Manual Training.
Wiss Nina A. Ewing
Number of pupils in 1909 523
Number of Kindergarten pupils in 1909 57

VIII.—SUMMARY OF ATTENDANCE AT THE NORMAL SCHOOLS.

Normal Schools.	Male students.	Female students.	Total attendance.
amilton ondon orth Bay ttawa eterborough tratford oronto	27 20 3 5 28 30 8	171 167 41 154 130 163 216	198 187 44 159 158 193 224
Totals	121	1,042	1,163

Kindergarten Kindergarten	students, students,	Ottawa Toronto	 	 19 53
Total .			 	 72

APPENDIX N.-PROVINCIAL MODEL SCHOOLS, 1909.

		Students.				
School.	Principal.	Male.	Female.	attendance.	No. who passed.	
		13 6 15 7 2 5	34 44 46 35 21 47	47 50 61 42 23 52	44 48 50 37 21 50	
Total		48	227	275	2 50	

APPENDIX O,-SUPERANNUATED TEACHERS.

Continued from Report of 1908.

* I. ALLOWANCES GRANTED DURING 1909.

legister lumber.	Name.	Age.	Post Office.	Years of service.	Allowance.
1188 1189 1190 1191 †1192	McCreary, James Walsh, Jennie F. Hogarth, Thomas Kidd, Wm. G McNaughton, Alex.		Peterborough Napanee Toronto Kingston Cornwall	$\begin{array}{c} 29\frac{1}{2} \\ 40\frac{1}{2} \\ 36\frac{1}{2} \\ 52\frac{1}{2} \\ 56\frac{1}{2} \end{array}$	\$ c. 206150 283 50 255150 367 00 395 50

SUMMARY FOR YEARS 1882-1909.

	Year.	Number of teachers on list.	Expenditure for the year.	Gross contributions to the fund.	Amount refunded to teachers.
387 392 397 302 306 307 308		422 454 456 424 407 382 375 352 330	\$ c. 51,000 00 58,295 33 63,750 00 62,800 33 64,244 92 63,190 00 63,018 55 60,460 25 57,380 95	\$ c. 13,501 08 1,489 00 1,313 50 847 00 1,073 50 667 00 766 00 854 50 536 50	\$ c. 3,660 10 3,815 80 786 86 620 27 722 78 542 87 764 54 358 35 578 00

Two teachers' subscriptions were withdrawn from the fund during 1909.

^{*}As the sum of \$4 is deducted from each Superannuated Teacher's allowance as subscripto to the fund, the payments were \$4 less in each case than given in this list.

[†] Allowance commences in 1910.

APPENDIX P.-HIGH AND PUBLIC SCHOOL CADET CORPS 1909.

Name of School.	Number of Officers, N. C. Officers, and Boys present at time of inspection.	Drill.	Remarks of Militia Officers on the efficiency of the Corps.
Arthur High School Barrie Collegiate Institute. Belleville, Octavia St. Public School. Brantford Collegiate Institute. Brockville Collegiate Institute. Cobourg Collegiate Institute. Collingwood Collegiate Institute. Thunnville High School Dundas High School Dundas High School. Fort William Collegiate Institute Galt Collegiate Institute. Goderich Collegiate Institute. Goderich Collegiate Institute Hamilton Collegiate Institute Hamilton Collegiate Institute Lindsay Collegiate Institute Lindsay Collegiate Institute Morrisburg Collegiate Institute Mount Forest High School. Napanee Collegiate Institute Niagara Falls Collegiate Institute Thorwood High School Orillia Collegiate Institute Ottawa Collegiate Institute Ottawa Collegiate Institute Ottawa Collegiate Institute Orangeville High School Owen Sound Collegiate Institute Perth Collegiate Institute Perth Hope High School Prescott High School Renfrew Collegiate Institute St. Catharines Collegiate Institute St. Catharines Collegiate Institute Strating High School Strathroy Collegiate Institute Sarnia Collegiate Institute Sarnia Collegiate Institute Strathroy Collegiate Institute Waterloo Central Public School Woodstock Collegiate Institute	59 51 62 43 52 48 31 29	Very good. Very good. Very good. Very good. Very good. Very good. Good. Good. Good. Fair. Very good. Very good. Sood. Very good. Very good. Sood. Very good. Sood. Very good. Sood. Very good. Sood. Very good.	Satisfactory. Satisfactory. Satisfactory. Very satisfactory. Very creditable. Satisfactory. Satisfactory. Satisfactory. Satisfactory. Satisfactory. Satisfactory. Very satisfactory. Very satisfactory. Very satisfactory. Satisfactory. Highly satisfactory.
		good.	Highly satisfactory.

Total, 53 corps..... 2,486

 $^{^{\}ast}$ Not enough qualified members to entitle school to grant. + No grant paid.

2 496 00

APPENDIX Q.-FINANCIAL STATEMENTS OF THE FACULTIES OF EDUCATION.

1.—UNIVERSITY OF TORONTO FACULTY OF EDUCATION.

FINANCIAL STATEMENT FOR THE YEAR ENDING 30TH JUNE, 1909.

RECEIPTS. Provincial Grant \$15,000 00

Fees		3,486 00
	_	\$1 8,486 00
Expenditures.		
. Salaries:—		
W. Pakenham, Dean of the Faculty and Professor of the	00	
History and Science of Education, 12 mos. to 30th June \$3,300		
H. T. J. Coleman, Associate Professor, 12 mos. to 30th June. 2,600		
L. E. Embree, LL.D., Supervisor (Sessional)		
J. L. Hughes, Supervisor (Sessional)	00	
Instructors in Methods and Critics (Sessional):		
Wm. E. Groves	00	
Henry Ward	00	
R. A. Gray		
W. C. Ferguson		
Miss J. S. Hillock		
H. J. Crawford		
E. W. Hagarty		
Carl Lehmann		
G. A. Smith		
Miss G. Lawlor. 100		
WISS G. Lawlor		
WISS M. D. Macuonald.		
		Over.
	00	
	00	
	00	
	00	
J. D. WHIS	00	
	00	
	00	
WISS A. WINSON	00	
	00	
	00	
	00	
	00	
	00	
	00	
	00	
	00	
	00	
MISS M. W. JULY		
	00	
	00	
	00	
	00	
	00	
	00	
	00	
Miss M. L. Starrette	00	- 40 550 00
		- \$9,550 00

148

2. Maintenance:—		
City of Toronto Board of Education, for use of City Schools Examinations:	4,500	00
Paid to Examiners	1,079	13
Library:		
Proportion of Library appropriation expended for Faculty of Education	0.00	
purposes	370	
Office expenses, printing, postage and supplies	627	41
Clerical assistance:		
Stenographer, etc.	497	7.1
Contingencies	131	88
	\$16,756	37
To the above there requires to be added the Faculty's share of the expenses of general administration, including salaries of administrative officers, maintenance of building, library, gymnasium, tele-		
phones, examination supplies, diplomas, etc., estimated at	4,000	00
	\$20,756	37

12th January, 1910.

Certified, F. A. MOURÉ, Bursar.

II.—UNIVERSITY OF QUEEN'S COLLEGE FACULTY OF EDUCATION.

From January 1st. 1909, to December 31st, 1909.

EXPENDITURES.

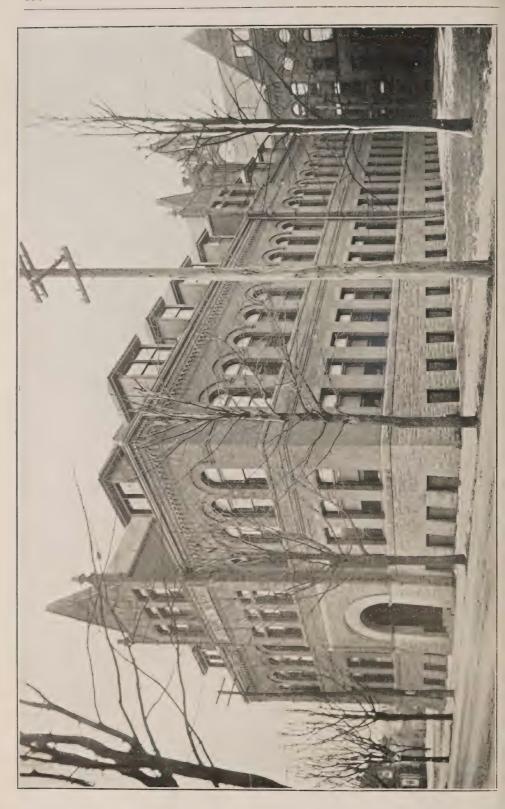
Overexpended 1908	\$317	92
Salaries:		
Dean Lavell\$2,500 00		
Dr. O. J. Stevenson		
J. R. Stuart		
A. A. Jordan		
Miss M. King		
Dr. W. T. Connell		
J. Bewes, Gymn. 50 00		
Alice King 52 00		
Nora Ross		
Victoria Wiltshire		
	5,972	65
J. Nolan, Lecturer	25	00
Board of Education as per agreement		
Supplementing Salaries. 746 00		
	3,746	00
Travelling Expenses, Dean Lavell	60	70
Presiding Examiner	100	40
Printing and Stationery, Kirkpatrick Art Store 36 70		
R. Uglow & Co 5 05		
Jackson Press 95 75		
Standard Pub. Co 3 60		
Science Book Store 7 20		

Office Furniture and Equipment, Taylor & Hamilton. 7 20 J. Laidlaw & Son. 2 50 R. J. Lindsay. 24 09 Keystone View Co. 10 85 The Perry Picture Co. 4 55 Ccllector of Customs 1 16 Canadian Pub. Co. 50 T. F. Harrison Co. 42 50	93	35
Library, Miss L. Saunders Athletic Association (Gymnasium) Telegraph, Telephone, etc., Express. 3 45 Telegraph 4 49 Telephone 1 00	125 167	
_	\$10,765	26
Receipts.		
Ontario Government 9,000 00 Fees 1,075 00 Supplies 27 80 Overexpended 662 46	\$ 10,765	26

Audited and found correct, J. F. Leslie,

Kingston, January 12th, 1910.

Auditor.



APPENDIX R.—REPORT OF THE INSPECTOR OF TECHNICAL EDUCATION.

Hon. R. A. PYNE, M.D., M.P.P., LL.D.,

Minister of Education,

Department of Education, Toronto.

Sir,—I have the honour to submit herewith my ninth annual report on Technical Education, including Manual Training, Household Science and Art Instruction, as carried on in the Schools of Ontario during the year ending 31st December, 1909.

The last report issued was well received, and judging by the newspaper comments and copious extracts, has done something to help the movement along. The Picton *Times*, in its advocacy of Technical Education reprinted the whole of the report with many of the illustrations. In its introduction it said:

"Through the courtesy of the Department of Education The Times is able to reproduce the illustrated report on Technical Education of Inspector Leake, who visited Picton two years ago. This report is worthy of serious study by every citizen of this county.

"Canadians are beginning to take their country more seriously. A land of immense natural resources is ours to develop. The untold wealth of our mines, forests, fisheries, and soil is only beginning to be known and exploited. To develop this limitless wealth, we have a population of but seven millions. It is of first importance, therefore, that every Canadian shall be so trained as to be an effective unit in the great industrial and commercial army with whom this development largely rests.

"This training is the true work of our schools. Unless young men and women leave our schools so trained as to readily fit in to the work of the state, the schools have failed to justify either the expenditure entailed by education or their own existence. The school should be classed as a public utility, state-owned and state-directed in the general interests of the state. It is the most costly of our government-owned utilities and should naturally be the most serviceable and valuable. It is a healthy sign that the people of this Province and County are beginning to take the school question seriously to heart. The demand is becoming more general that our schools shall be more than ever effective in fitting the youth of our country to meet the conditions of life which they shall have to face when they step out of school into life. In this sense education must be made more practical. The boy or girl must be so trained that he or she may step into actual life with the least possible amount of re-adjustment.

"The schools which the present generation attended took little heed of the fact that 80 per cent. of our people must make their living by their hands; that there were two different sexes to be trained; or that there was a commercial, an industrial or mechanical side to our national life. The secondary or high school, at any rate, worked almost entirely for the professional classes, though supported very largely by the other classes. How very unjust this system is, many of us know, who, after many years spent in the schools, have been forced to leave and begin by curselves in real earnest the preparation for actual life.

"But 'the old order changeth' is the watchword in the educational field to-day. "It is recognized that every person is necessary to the development of our re-

sources, and that all must be thoroughly trained if they are to meet fairly the intense competition of this age. As the great industries keep their place in the field by replacing all antiquated machinery by that which saves time or does the work better, so must our schools. It is most hopeful to see this tendency gaining strength. The work of Inspector Leake in forwarding technical training, of the Agricultural Department in organizing Agricultural Branches in the county schools, the introduction into our schools of a Commercial Department, and an Art Department which gives instruction in designing and draughting, are all following the same general and common-sense tendency in that they are 'sizing down' the work of the school to the needs of our many sided national life."

The Toronto Sunday World, in reproducing a number of illustrations, said:

"EXTENDING TECHNICAL EDUCATION.

"Long ago Ruskin wrote:

"'Why don't the bishops admonish their clergy to see to it that side by side with the parish church and parish mission-room, there shall be a parish workshop, where the blacksmith and the village carpenter shall of a winter evening teach all the children who will be diligent and learn, the nature of iron and wood and the use of their eyes and hands?'

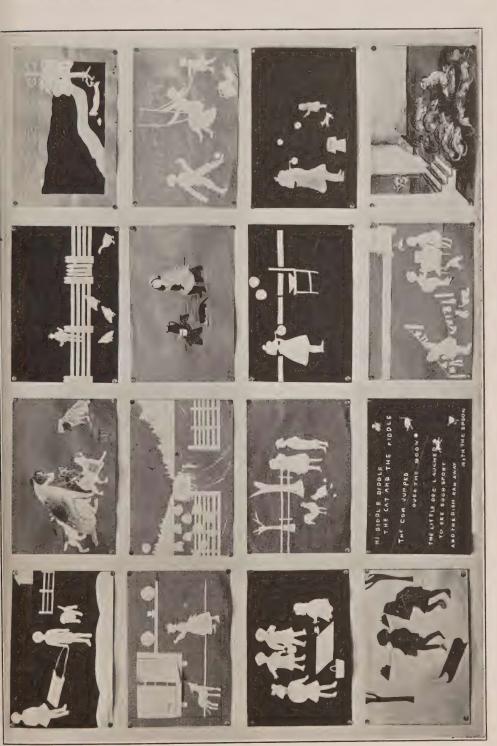
"What was in this way suggested as a valuable work for the clergy has since been carried out to a large extent by technical education in public and high schools, but writers and leaders of thought to-day might as appropriately say: 'Why don't

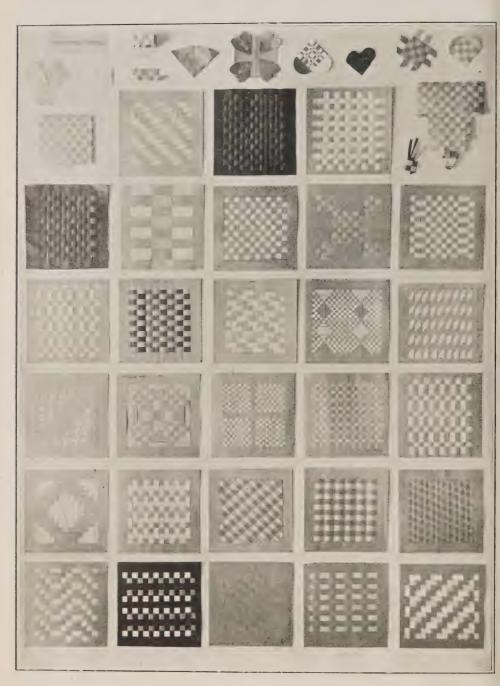
people aid more willingly in the support of this branch of learning?"

"It is perhaps not so much the fault of school ratepayers as our educational authorities themselves that technical education has received rather indifferent treatment in the past. The value of instructing boys and girls in more than 'readin' and writin' and 'rithmetic' has never been sufficiently demonstrated to parents, nor have the results of schools where technical education was taught been interestingly placed before the eyes of the masses. The report, therefore, of Albert H. Leake, inspector of technical education to the Minister of Education for Ontario, which has just been published, deserves more than passing attention. It is an improvement even on the excellent report of a year ago, which was also splendidly illustrated with cuts showing students at work, examples of their handicraft in all departments, what schools in Europe and the United States are doing and the new buildings that are being built. The masses, though it may be regrettable, seldom read government reports, blue books, etc., because they too often are heavy and uninteresting. No one, however, will lay the report of Inspector Leake aside until he has perused it, for the obvious reason that it is interesting. The scenes, several of which are reproduced in this issue of The Sunday World, offer a better argument in favour of this kind of education than the ablest article. Every parent and teacher in the province should study the report carefully. If they were to do so there is little doubt of the generous support that would be given all branches of technical education in the future."

Toronto Saturday Night said:

"A glance through the annual report of the Inspector of Technical Education, Mr. Albert II. Leake, just issued, would prove astonishing to thousands of Ontario taxpayers who have no idea of the extent and character of the work being done. The volume contains a large number of pictures, most of which illustrate the achievements of manual training classes.





Paper Weaving, Normal School, Hamilton.

"Some of the designs worked out by the higher classes are really artistic, all are in good taste, and most of them are of practical use. Clay modelling, metal

work, and furniture making are the principal branches of this work.

"Now what, you ask, is the purpose of manual training in the schools-is it to equip boys as workers in various trades? The Department of Education says it is not. The teaching of hand work is at present based on the theory that it is a stimulus to the intellect. It gives the boys practical ideas. It shows them what production means and what it costs; and it helps them to cultivate taste and resourcefulness. If a boy leaves school at an early age, the training he has received will be useful to him. If he attends a collegiate institute he goes on with the work in a higher form, and that leads him perhaps to the School of Mines or the Faculty of Applied Science at the University, and so on to one of the engineering professions. But Inspector Leake and the Department of Education believe that industrial education is coming; that in time we will have apprentice schools where boys will be taught trades under favourable conditions. The rights of organized labour are recognized, and trades unionism strongly resents and resists this movement. But definite practice in a good school is a quicker, surer way to competence in a trade than sweeping floors, running errands, and doing odd jobs for months in a shop. The school and the shop must be in close touch. But in the school a boy will not simply blunder into a trade; and he will learn other things as well. In addition to getting a broad, as compared to a piecemeal, knowledge of the work, he will have impressed on him the value of developing moral character and putting it into what he does. This is the belief of the Department of Education and of Canadians who have studied the question. It is also the belief, it will be remembered, of ex-President Roosevelt and many American students of social problems.

"As to household science, there is no doubt but that fine and useful work is being done in this department in public and preparatory schools and colleges. One has only to visit, for example, the Toronto Technical School or the Macdonald In-

stitute at Guelph to realize this."

The Brockville Times says:

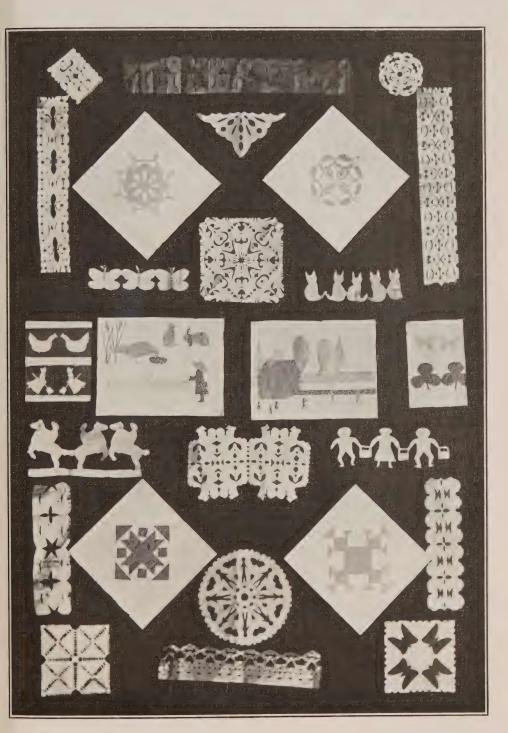
"A GRATIFYING GROWTH.

"The eighth annual report of Albert H. Leake, Inspector of Technical Education—which includes manual training, household science and art instruction—has been issued as an appendix to the report of the Minister of Education for Ontario for 1908. It is an engrossing volume from every point of view and its interest is materially heightened by the profusion of excellent illustrations of the practical results achieved. The book is one which should be read with pleasure and profit by every parent and teacher in the Province for it chronicles the rapid growth of the teaching of the practical arts and sciences in a country which is above all things practical in its desires and aims. The pictures of the work performed and the really artistic handicraft of the boys and girls of Canada are a revelation. There are two illustrations from the Brockville school which are most creditable both to the pupils and to the instructor, Mr. Hagerman. Brockville may take some justifiable pride in the fact that it was one of the first Ontario towns in which the Public School Board seized the opportunity afforded by Sir. W. C. Macdonald to give the boys and girls a chance to receive technical education.

"The growth of the system in Ontario has been rapid and the results have been most gratifying. The system is being perfected, the teachers are becoming



Paper Work, Model School, Ottawa.



Paper Tearing, Normal School, Ottawa.

better qualified and more competent, and the public is rapidly fast grasping the importance of technical education. It not only teaches the boys and the girls to use their hands and their heads, but it brings out the good qualities of the children in a way which ordinary school education never does. It does far more than merely teach the children to be good mechanics and housekeepers. It teaches the virtues of thrift, of system and of proper methods of doing anything and everything, and back of the practical lesson instilled by it is the great moral of the nobility of manual labour. A course in technical education is sure to breed an increased respect and admiration for the man or the woman who works with hands and head combined. It helps to remove that occasional snobbish disdain for the manual labourer which is bred by ignorance. Technical education is an essential part of the proper education of the merchant or the professional man on account of the sympathetic bond it creates in them with the great army of manual labourers in this vast Dominion."

The Daily Northern Star, published at Sudbury, says in an editorial:

"MANUAL TRAINING IN ONTARIO'S SCHOOLS.

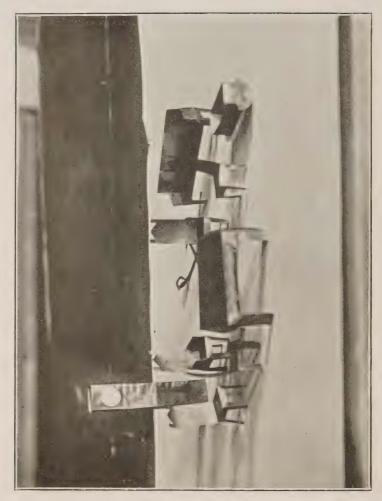
"The annual report of the Inspector of Technical Education in Ontario, Mr. Albert H. Leake, which has just been issued, is more like an issue of an illustrated magazine than an ordinary Government blue book. It is filled with pictures which contribute very materially to the conveying of a correct idea of the manual training work carried on as part of the public educational system of Ontario. The work of manual training is advancing rapidly year by year in the province, and training in household science, which is dealt with in the report as a branch of technical instruction, is particularly to be noted as being provided in a long list of Ontario's public schools.

"It is to be noted that Inspector Leake makes a plea for raising the age limit for compulsory education in Ontario from fourteen to sixteen years. Manitoba is without any compulsory legislation at all, and has a Minister of Education, who at the recent session of the Legislature devoted a speech to arguing that compulsory education is a bad thing. The years between fourteen and sixteen he characterizes as being in many ways the most important of a boy's life; too often, he says, they are largely wasted. They are years in which much can be accomplished in the way of training that will make for increased efficiency, benefiting the boy and community as well. In this connection may be quoted the following from the report of the Douglas Commission in the State of Massachusetts:

"There is a growing feeling of inadequacy in the existing public school system to meet fully the need of the modern industrial and social conditions. The opinion was expressed by many speakers that the schools are too exclusively literary in their spirit, scope and methods. When there was any pronounced opinion, there was a vague feeling of dissatisfaction with results. The public hesitate to criticize, and are far from desiring any revolutionary change, but they are enquiring with open minds whether some modification may not be possible by which the schools may reach in a more practical way the great body of children and youth."

"These words give expression to the idea underlying the movement in the eastern part of the United States towards industrial or vocational training such as is carried to such a high pitch of organization in Germany. Inspector Leake says that he notes many signs of the invasion of Ontario by that movement, which calls for more definite trade teaching than is given in the manual training classes.





Paper Folding, Stratford Normal School.

In this connection it is interesting to note that the claim that manual training gives a direct bent towards the mechanical industries is not borne out by statistics quoted by Inspector Leake, which shows that out of 2,437 graduates of manual training high schools, only 52 or $2\frac{1}{2}$ per cent., are found in any of the mechanical industries.

"Inspector Leake advocates more direct preparation in the schools for the occupations of after life. Thus far, the manual training is based on the theory that it is a stimulus to the intellect, just as much as the other studies, rather than on the assumption that all the world must work, and that work with the hands is as entirely as respectable as, and, as a matter of fact, in general much more remunerative than work with the head."

The above quotations are given only to show that the policy of the Department in issuing the report is appreciated by the public, and secondly, that the subject of Technical Education occupies a prominent place in the minds of the people.

As the provision for adequate technical education is now being considered by the Superintendent of the Department of Education it is not necessary that as lengthy a report as usual be issued. The subject may be considered under the following heads:

- I. Elementary Industrial Arts.
- II. Manual Training.
- III. Household Science.
- IV. Evening Classes.
- V. Industrial Manual Training.
- VI. Technical Education.

I. ELEMENTARY INDUSTRIAL ARTS.

Manual Training teachers throughout the Province are complaining, and with reason, of the condition in which the boy enters the manual training room. They say, and I have proved it over and over again, that the boy lacks knowledge of elementary geometrical truths; that he knows nothing or little of form and shape; that he does not understand the ordinary foot rule, etc., and that, in consequence, the first year in the manual training shop has to be spent in going over elementary work that should have been perfectly known.

Manufacturers have complained to the Department that the average boy is

totally unable to make a sketch or read a simple working drawing.

Recognizing these and other facts the Department took steps early in the year to establish a course in elementary industrial arts. This course has the following aims:

- 1. To stimulate intelligent appreciation of industrial life and processes.
- 2. To develop at an early age habits of industry, respect for labour, and a love for productive and constructive work.
- 3. To encourage the spirit of co-operation on which depends not only the success of the modern shop, but also the success of every individual life.
- 4. To bring the life and interests of the school more closely into touch with the working life to be lived after school days are over.
- 5. To reveal to the pupils to some extent their peculiar bent, so that the choice of an occupation may be the more intelligently made.
- 6. To give ability to read and make working drawings, such as are used in the industries.



Basketry, Normal School, Ottawa.



- 7. To give facility in the handling of common tools, and ability to put and keep them in good working order.
 - 8. To give accurate ideas of the cost of labour, and value of material.

To introduce work of this character into the schools it is first necessary to have a body of teachers capable of giving the instruction. For many years students in the Normal Schools have received instruction in these subjects but the pressure of other subjects and the time available for the purpose rendered that instruction incomplete and the Department established a three months' course at Macdonald Institute, Guelph. This time was devoted wholly to the elementary industrial arts as suitable for public schools and forty teachers took the course and are now available. It is too soon yet to say to what extent these subjects are being taken in the public and separate schools of towns and villages, but it is hoped that before long every one of the teachers who took the course will be actively engaged in giving that instruction. In order to further the subject the Department issued a well illustrated pamphlet of 32 pages giving the regulations and information regarding organization, accommodations and equipment, details of the course and a list of books helpful to teachers and others interested. Concerning this the "Schools and Teachers' Bulletin," published by the Ontario Agricultural College, says:

"To those interested in our common school education, the circular, just issued by the Department of Education, 'Elementary Industrial Arts,' must come as a real relief. It is a commendable movement to bring into the schools the means whereby the child may, through extended handling of tools and materials, find opportunity to train those motor centres of the brain, too precious to be lost, and which for lack of manual exercise are becoming increasingly idle. Any atrophy on their part is a distinct mental loss. These motor centres can only be trained through the muscles with which they are in nervous connection. Psychologists tell us that the hand that has not begun its training for its life work before fifteen years of age never becomes thoroughly efficient. Hence, the danger of neglecting this kind of schooling, so essentially and vitally associated with the whole life of human industry. Are not the effects of the hand seen in the structure of society and its history, as much as are the effects of the brain? The tremendous industrial revointion created by substituting machinery for hand work, and transferring to the factory and workshop, the old-time processes of various pursuits carried on in the home and its vicinity, and in which every member of the household took part, is accountable, in a large degree, for the lack of skill, accuracy, neatness, and interest in his work of the present-day craftsman. The mere fact that vast industrial interests demand trade schools in the United States to supply them with skilled iabour, of which they are in need, indicates the presence of a real problem in primary and secondary education, and to us there is no issue out of the difficulty unless scientific education and manual handwork are combined together.

"Considering our educational system seriously, we must acknowledge that there seems an element of absurdity in taking the majority of the children of any community and educating them as though, in life, they were to be chiefly concerned with literature and art, and the luxuries of life, and not at all with labour and industry. We are too apt to forget that the hand is the very tool which examines, compares and judges the data of experience. Handwork constitutes a part of child nature, and its introduction into the schools will develop the child from its productive and material side, and give it an opportunity for self-acquired concepts of industrial manipulations and processes. It is mainly for this reason that handwork is coming into the schools, for it is at last recognized that the traditional





methods, so long perpetuated in our schools, do not meet the requirements of to-day. The cry to-day is for more practical instruction, and we fail to see why hand-skill should not precede trade training, just as much as mental training a literary or scientific career. We must not overlook the fact that the manual dexterity and knowledge of mechanical principles, acquired at school, will be for many boys the immediate stepping-stone to profitable employment. We are well aware that this training will not increase the output of Angelos, any more than our literary system has effected a slump in Shakespeares. It will, however, raise the standard of mechanical skill, as well as maintain the intellectual average.

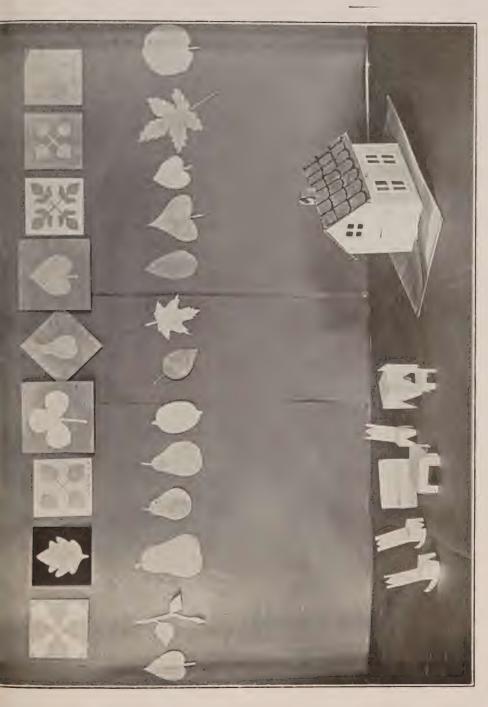
"The broader the education of the individual the better the citizenship of our land. No matter how well educated a man be in the ordinary acceptance of the term, if it stops there, his learning is one-sided and lacks the breadth only to be attained by training of both hand and brain.

"Dean Balliet, of Columbia College, New York, one of the foremost educators of the day, declares that the trades school is coming to stay, and says that 'ten years from now a boy will start for school with a kit of tools instead of a strap of books on his shoulder.' This is the view also of many other prominent educators. The man with the hoe, as well as the man with the hammer and saw, or the man at the forge is now fast coming to the front to take his place in the great problems of life, but it must be the trained arm and the skillful eye which direct these affairs, for the unskilled will fare worse than before."

The regulations are as follows:

- "1. The Public or Separate School Board of Trustees in a Village or a Town, that provides and maintains a department for teaching the Elementary Industrial Arts, employs a teacher with a Departmental Certificate in these subjects, and provides accommodations and equipment satisfactory to the Minister of Education, shall be paid by the Minister an initial grant not exceeding \$50 and a subsequent annual grant of \$30 for each school approved by the Minister, from any appropriation made by the Legislature for instruction in these subjects.
- "2. These provisions shall not apply to any School Board receiving grants for Manual Training. Manual Training can be satisfactorily carried out only where preparatory training is given in the Elementary Industrial Arts, and the grants made for Manual Training under Regulation 150, of 1904, cover both Elementary Industrial Arts and Manual Training.
- "3. The School Board shall provide the necessary tools, materials, anad other requisites, with facilities for storing the same when not in use, and suitable classroom accommodation for carrying on the instruction.
- "4. The accounts of the Course in Elementary Industrial Arts shall be kept separate from the general school expenditure, and the grants made must be expended solely for this course.
- "5. Much of the work of the course in Elementary Industrial Arts may be done out of school hours, but a definite place must be provided for it in the time table, satisfactory to the Inspector of Technical Education.
- "6. On the report of the Inspector of Technical Education that the organization and the teaching are satisfactory, an annual grant of \$30, in addition to the regular salary paid by the School Board, will be paid by the Minister out of any appropriation made by the Legislature for this purpose, to each legally qualified teacher who holds a certificate in Elementary Industrial Arts, and who gives instruction in accordance with the regulations of the Department of Education.





Elementary Industrial, Arts, London, Normal School.

"Suitable forms of work should be taken in every grade, being carefully planned so as to make adequate preparation for that of the next higher. Where practicable, one teacher, or where necessary two teachers, should take the whole of this subject, moving from class to class. In this way the teachers will be able to keep in view the final purpose and to regulate instruction and methods so as best to achieve it. Where the organization renders the employment of two teachers necessary, frequent conferences should be held between them so as to harmonize instruction and methods.

"If there are a number of large boys in the school, the carpentry may well expand within a year or two, so as to include building a small shop on the school grounds and fitting it up for working purposes.

"Under specially favourable circumstances it will not be difficult to include in the course the making of plans for the construction of farm buildings of the simpler sort. Exercises may be given in the sewing of leather and in the splicing of ropes, finding practical application in the mending of harness, making of halters, etc., as the necessities of the farm and home may require. Some exercises in painting and glazing may also be given, and opportunities are not lacking for applying the knowledge thus gained on the school or farm buildings.

"As the work is intended to have special reference to the industries of the district, specimens of the articles manufactured, both complete and in process, should be collected, and thus the nucleus of a live museum formed, which would provide a valuable aid to the instruction given. Manufacturers are usually willing

to donate specimens for this purpose.

"Employers and manufacturers should be invited to give periodical talks to the pupils on the particular trades in which they are engaged, the articles they manufacture, the processes they undergo, the materials from which they are made, and the countries from which they come. The information thus obtained should be afterwards used for composition exercises, etc.

"Every opportunity should be taken to show the pupils by practical examples that the work they are doing is calculated to be of industrial service to them. When working in any material, references to the trade in which it is employed should always be made. The pupils who show special aptitudes along these lines should have special facilities offered them to induce them to stay a year longer in school in order to take up advanced work.

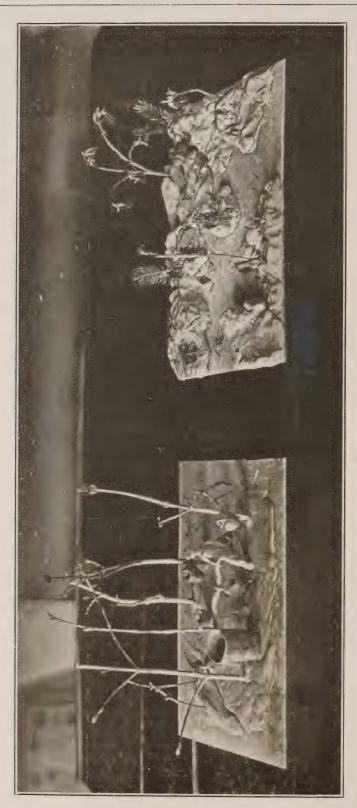
"Visits to shops, buildings, factories, etc., should be undertaken under guidance. Before these visits the pupils should be given some information about the particular trade concerned, and receive some instruction regarding the vital points of the industry. After a visit of this kind the pupils should always be required to reproduce in intelligible form the information gained.

"Periodical exhibitions will do much towards increasing the interest of the parents and thus securing their co-operation. The local press should also be made use of in this connection. In the preparation of work for an exhibition the teacher should guard carefully against the temptation to actually perform any of the operations. Every pupil should be able to say, with truth, that the whole of the work is the product of his own hands. It should always be remembered that the training of the pupil and not the making of the object is the final end in view."

Much thought is being given by those interested to the curriculum in these subjects. On the one hand it is contended that the teacher should be left absolutely free to follow the dictates of her own judgment and on the other that a definite course should be provided.



Illustrative Clay Modelling, Stratford Normal School.



Illustrative Clay Modelling, Stratford Normal School.

In the evolution of time it should be possible to provide such a course as will secure definite teaching and yet leave the teacher free to exercise her own individu-

ality.

Much good work is being done in the grades in various parts of the Province—notably Toronto, London, St. Thomas, Rittenhouse School and Brockville—but the subject is not yet sufficiently general. The remedy lies in the hands of the Public School teachers, who have it in their power to see that these subjects receive their fair proportion of time in the school programmes. During 1909 a committee of the Ontario Educational Association was engaged in a suggested revision of the School Curriculum and in that revision occurs the following course in Elementary Industrial Arts:

"NOTE.—A well illustrated manual should be prepared for each form. This should contain sketches and drawings of suitable objects, with suggestions for modifications information as to materials and methods and such other help as will enable the teacher without training to undertake this work in the schools.

"The object of training in the industrial arts is mental development and physical control, and in a secondary degree to give some elementary ideas regarding industrial life. The making of things and the achievement of skill, while exceedingly important, should at first be subsidiary to the thought processes involved and the exercises should sustain the child's interests, take advantage of the child's desire to construct, and the objects themselves should bear some definite relation to each other.

"Constructive work should make the ability to do a part of the knowing, and should incorporate knowledge into habit and theory with practice. The amount of work accomplished is unimportant in comparison with the mastery of correct methods and the formation of good habits. Every opportunity should be given the pupils to modify given type models or to design new ones, and in the lower grades to rearrange given units or create new combinations. All of the work should have in it the elements of beauty in construction, in proportion, and in decoration. Though we may not be able to add to the quantity or the variety of the material, we can modify its form and we can arrange it in new combinations. The making of new forms and combinations, the giving of definite expression to ideas and mental images, the rendering of the inner outer, is the great Fræbelian doctrine of creativeness.

" Grade I. or Junior I.

"Papercutting, tearing and folding.

"a. Representation of common objects such as leaves, flowers, fruits and objects to be found in the school and the home.

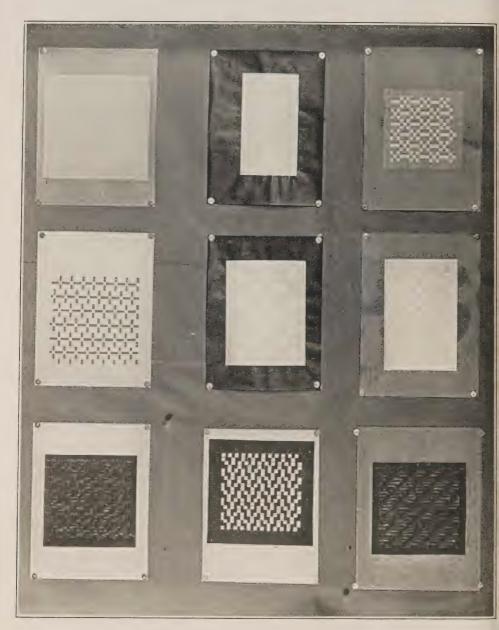
"b. Illustrations of stories or parts of stories from reading books, fairy stories, seasons, games, such as The Three Bears, Jack and the Bean Stalk, Christmas, Skating, Basket Ball, Tobogganing.

"c. Folding to teach simple geometrical figures—square, rectangle, right-

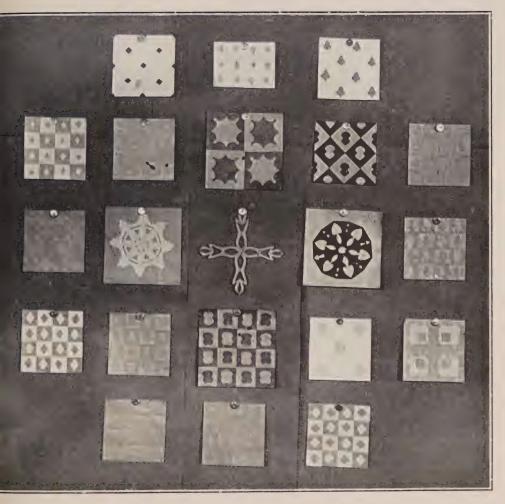
angled triangle.

"Making of Objects.

"The work here should be grouped round some centre so that each object made shall have some definite relation; e.g., the furnishing of a doll's house with paper furniture supplies ample material for a year's work. These articles can all be



Mat Weaving, Stratford Normal School.



Paper Tearing and Cutting, London Normal School.

made from simple foldings, and at this stage no closer measurement than half an inch should be required.

"Clay Modelling.

- "Representation of natural objects, as orange, apple, onion, tomato, potato, egg, simple leaf. Common objects, as box, bird's house, small loaf of bread, cup (without handle) and saucer, flower pot and saucer, basket, tea set and tray.
- "NOTE.—In the above, all modelling should be done from the actual object, as many being provided as will enable each child to make a thorough examination.

"Free Modelling.

- "NOTE 1.—Under this head the children should make what they wish, and should be encouraged to invent forms and patterns for themselves.
- "NOTE 2.—Clay modelling should be so treated as to become an aid to conception of form. It should also be correlated with Nature Study.

"Grade II. or Senior I.

" Paper Cutting.

"Cutting of objects that require finer work than in Grade I. Illustration of stories, common land and water forms as taught in the geography course for this grade. Simple geometric figures—circle, equilateral triangle. Cutting and mounting pictures, drawings, calendars. Rule, colour and cut geometric forms, and use the same as units in building up patterns and borders.

"Making of Objects.

"Stouter paper than in Grade I. to be used. Make a large envelope to contain cuttings and drawings. Objects made should be more accurately constructed but still be related. Suitable centres round which the work may be grouped are transportation, trades and industries, buildings, gardens, shops, postal service, fire department. One or more of these should be developed. Making book covers.

"Clay Modelling.

"Representation of natural objects requiring more detail than in Grade I., such as maple-leaf, tomato. Modelling from memory, using any well-known objects, such as loaf of bread, bottle, small bowl.

"Free Modelling.

"Grade III. or Junior II.

" Paper.

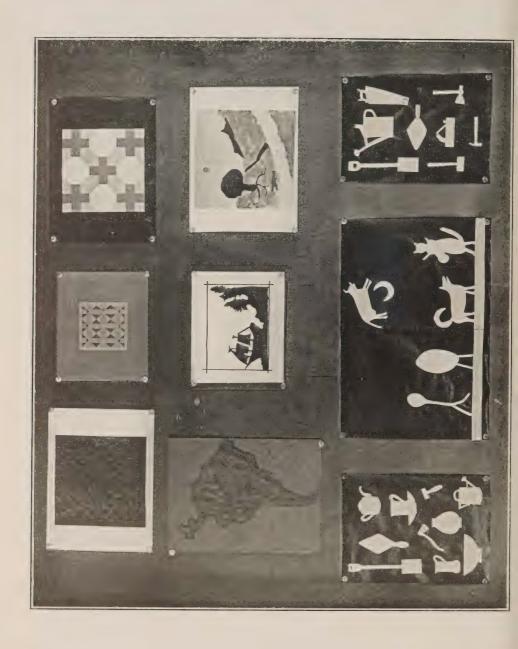
"Continue work of Grade II., but requiring greater accuracy in measurement and introducing quarter-inch measurement. Review the geometric figures taught in previous grades. Each form should be studied separately, and names and properties developed. Objects such as wall pockets, boxes, trays, baskets, boats, wind-mill. At this stage simple appropriate design may be used in the decoration of the object.

"Clay Modelling.

"Representation of natural forms such as apple, beet, leaves of trees in the neighbourhood, apple and twig. Representation of common objects such as cup



Portfolios, Stratford Normal School.



with handle, saucer, flower pot, piece of coal. Illustration of the land and water forms taught in this, and the previous grades and combination of several of these in a simple relief map.

"Grade IV. or Senior II.

"Cardboard Modelling.

"Light-weight cardboard to be used. The use of the compasses in the construction of the hexagon and the octagon. Making of various objects based on the triangle, hexagon and octagon, such as candy boxes, trays, twine holders. Measuring various simple objects such as chalk boxes, pencil boxes, and drawing to full and half scale. Modification of given patterns. All geometrical terms taught in previous grades should be thoroughly reviewed. Making simple repairs to damaged books.

" Grade V. or Junior III.

"Cardboard Modelling.

"Continuation of cardboard modelling, introducing cutting with the knife. Making of objects composed of two or more pieces such as match holders, whisk holders. Cutting picture mats. Solid figures, such as cube, square prism, hexagonal prism. Review full and half scales and introduce quarter scale. Plan of school room and school grounds, properly dimensioned and lettered. Each pupil to take his own measurements, introducing arithmetical calculations in the working out of the scale.

" Grade VI or Senior III.

"Mechanical Drawing.

"Use of drawing board, tee square, set square and compasses. Simple plans and elevations properly lettered and dimensioned. Scales one-half, one-quarter and one-eighth and their use in industrial life.

"Work in Thin Wood.

"One-piece models such as top, plant labels, pencils sharpeners. Models consisting of two or more pieces such as brackets, flower ladders, toy furniture, flower-pot stands. Use of brads, screws and glue. Basswood either three-sixteenths or one-quarter of an inch thick is the best wood for this purpose. The desk-top should be protected by a sheet of stout mill board. Talks on basswood and pine.

" Grades VII. and VIII. or Junior and Senior IV.

"The work of these grades should be taken in a properly equipped manual training room, but where this cannot be obtained, much good and useful work can be done by the provision of one or two benches. Every rural school should have at least one bench with a set of tools. In some cases a long bench fixed to one of the walls of the class-room will be found best. Where no provision can be made for a bench of any description, the knife work of the previous grade should be continued with much greater stress on the mechanical drawing. Use of simpler woodworking tools, as saw, chisel, plane, rule, gauge. Exercises embodied in a complete useful model, and intended to give facility in the use of these tools, as laying out and truing up pieces to dimensions; cutting grooves; making of





Doll's Play House, Rittenhouse School.

objects easily constructed and either useful or ornamental, as rulers, keyracks, boxes, brackets, brushholders, penracks, inkstands, school apparatus. Short talks on the construction of tools and on the material used."

II. MANUAL TRAINING.

Of all educational movements in recent years the manual training movement is the one that has made the most rapid progress. The time has gone by when it is necessary to advocate its introduction into the public school. It is carrying itself along by its own momentum and every fresh centre opened is a striking object lesson the meaning of which cannot be ignored. Any educational authority considering the advisability of installing an equipment only needs to see a class of boys at work under the right kind of teacher to be at once convinced that this kind of education is something not only that the boy needs but that the nation of which he forms a part is just as much in need of. "Manual training is the greatest thing that has come into our public schools. It is the one and only bridge over which the boy can walk into that world of activities he sees everywhere around him. Let us make that bridge as firm and solid as it possibly can be made, reconstructing every weak spot." During the year eight new centres have been opened as follows: North Bay Normal School, Peterborough Normal School, St. George's School, London, Simcoe St., London, Lorne Ave., London, Peterborough Public Schools, Sault Ste. Marie, Technical School, Hamilton. This movement practically started in the Province, as far as the public schools were concerned, in 1900, though for many years before a well equipped mechanical training department was successfully maintained at Woodstock Baptist College. This department has the honour of being, as far as I am aware, the oldest mechanical training centre in the Dominion. The growth of the work since that date is best shown by the following table giving the year when each centre was opened:

Progress of Manual Training in Ontario: the Centres opened each year since 1900.

1900-

Kingston.
Brantford.
Brockville.

1901-

Stratford.
Renfrew.
Woodstock.
Givens Street, Toronto.
Dufferin, Toronto.
Wellesley, Toronto.
George Street, Ottawa.
Creighton Street, Ottawa.
Cambridge Street, Ottawa.
Normal School, Ottawa.

1902-

Cobourg. Broadview Boys' Institute, Toronto. Normal School, Toronto.

1903-

Essex.
Guelph Public Schools.
Berlin.

Collegiate Institute, Hamilton. Normal School, London.

1904-

Ingersoll.

1905-

Cornwall.
Alvinston.
Guelph Consolidated.

1906-

Lansdowne, Toronto.
Queen Alexandra, Toronto.
Bolton Street, Ottawa.
Cartier Street, Ottawa.
Glashan School, Ottawa.
Elgin Street, Ottawa.
First Avenue, Ottawa.
Wellington Street, Ottawa.
Slater Street, Ottawa.
St. Thomas.

1907-

Rideau Street, Ottawa. Galt. Owen Sound. George Street, Toronto. 1908-

Rittenhouse School, Jordan Harbour.
Percy Street, Ottawa.
Osgoode Street, Ottawa.
Dewson Street, Toronto.
Wentworth Street, Hamilton.
Caroline Street, Hamilton.
Stratford Normal.
Brantford Public Schools.

1909-

North Bay Normal.
St. George's, London.
Simcoe Street, London.
Lorne Avenue, London.
Peterborough Public Schools.
Sault Ste. Marie.
Peterborough Normal.
Technical School, Hamilton.

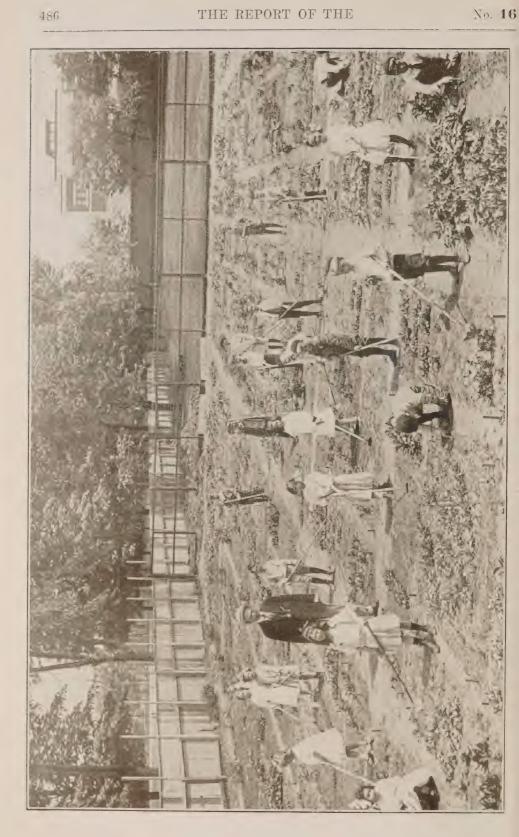
The value of the equipment installed in the above centres is over \$40,000. In the majority of cases the boys from Public Schools, Collegiate Institutes, and Separate Schools attend the same centre on different days and this arrangement works quite satisfactorily as, in the greater number of the smaller cities and towns, there are not sufficient pupils in any one of the three branches mentioned to employ There are six places in the Province that have the whole time of one teacher. Manual Training in the Public Schools and yet are without it in the Collegiate Institutes, viz., Brockville, Toronto, Ottawa, Guelph, Cornwall, London; and two places that have Manual Training in the High Schools and are without it in the Public Schools, viz., Kingston and Essex. Whichever way this is considered, it is a decided disadvantage. The Collegiate Institute should continue to extend the work of the Public School Manual Training to wood turning and metal work, and where Manual Training is absent from the Collegiate the boy entering from the Public School in the places named is deprived of the work just at that stage when he has begun to find it beneficial and to have some direct relation to his life's work, and in those cases where a boy takes Manual Training for the first time in the Collegiate he has to spend his time on elementary problems and processes which should have been accomplished long before.

The method of carrying on Manual Training is generally to equip a room with a number of benches (12 to 25, according to the regulations), and the necessary tools, of which a full list is given in the report for 1907. In the smaller places one centre is generally sufficient to accommodate all the boys from Public, Separate and High Schools eligible to attend. In the larger places more centres are required, both in order to accommodate all the pupils and also to minimize the waste of time in travelling from school to centre and from centre to school. In all but a few centres to be mentioned hereafter, ordinary bench work in wood is carried on. The photographs given throughout the report show the general character of the work done. In the practical carrying on of Manual Training it is still necessary for me

to direct attention to the following points:

1. Character of the Room.—The words of the 1906 report are still applicable: "In a number of cases the rooms are attractively decorated with models, specimens of timber, charts of trees, etc., all relating to the work carried on. In one or two instances enough attention is not being paid to the appearance of the room. The surroundings in which a boy works have unconsciously a great influence on his character and the quality of the work accomplished. A Manual Training room should not be regarded as a general lumber room in which to store objects that are thought to be unsightly in the ordinary class room.

"Undoubtedly the best plan in introducing this work is to have it carried on in a separate building distinct from but communicating with the school. This plan has, however, chiefly owing to financial conditions, not been generally followed. Stratford, Brantford and Berlin have erected special buildings which are proving all too small for the growing requirements of the work. Brockville has adapted an old school building which is proving eminently suitable. Ingersoll





has hired rooms away from the school, but in every other instance an ordinary school class room has been adapted, and though this plan has some disadvantages it is serving very well. A common practice in the new Public School buildings in New York City where only one room is devoted to bench work, is to place the room at the top of the building. The size of the room is, of course, determined by the number of the benches to be installed. A space of thirty feet by forty feet will meet all the requirements for twenty-four benches. Abundant light is absolutely essential for work of this kind and for this reason a corner room is more desirable than one having windows on one side only. Where artificial light is necessary drop lights should be placed on the back left hand corner of each bench as well as elsewhere about the room. It is customary in the best equipped rooms in the United States to set aside a portion of the room for demonstration purposes. This is a practice which, owing to considerations of space, we have unfortunately not been able to follow. It is hoped, however, that as new rooms are erected specifically for Manual Training purposes provision will be made for this. This demonstration equipment generally consists of seats or benches for the number of pupils in the class, a work bench and set of tools for the teacher and a blackboard of ample dimensions. The seats should be arranged on a raised platform of two or three tiers so that each student may have an unobstructed view of the work being done on the teacher's bench. At this bench the teacher performs various operations and manipulations in giving instruction to the class. A departure from this method is seen at the Ethical Culture Schools, New York. For demonstration purposes a room connected with the workshop was taken and fitted up as an ordinary class room, but with the addition of a demonstration bench. swinging blackboard is fitted into the wall separating the two rooms. When the class passes into the bench room the board is swung about a central pivot and the drawings serve as working drawings for the class at the benches. If necessary the demonstration room can be used as a regular class room.

"The rooms being occupied in various parts of the Province are generally lacking in storage accommodation. Though not indispensable, a storage room about fifteen by eighteen feet is highly desirable. In this room can be stored various kinds and sizes of lumber in such manner that any piece required may be readily selected. Pigeonholes or cupboards should also be provided for storing cut-up material, hardware and other purposes."

A teacher's room, say 8 feet by 10 feet, is also a great advantage. This should be furnished with desk and cupboards for storing drawings, blue prints, maps, books, etc.

2. Working Drawings.—By far the weakest part of Manual Training is the mechanical or working drawing. The actual wood work or metal work should not be regarded as of greater importance that the "working drawing," but adequate attention should be paid to each. While the drawing generally proves less attractive than the actual construction its educational value is no less and its execution is necessary in order that the actual work of construction may be intelligently done. In place of the working drawing a freehand dimensioned sketch may accordingly be substituted. The practice of rapid freehand sketching is too much neglected and the boy who possesses the ability to rapidly transfer his ideas to paper always has clearer thoughts and is a more desirable workman than one who has not this power. There are few boys who will really be called upon to act as mechanical draughtsmen, yet all will find the power of rapid sketching beneficial and remunerative. Working drawing should occupy a more important place in the school





curriculum. It is a necessary preliminary to the making of all constructed forms. It is really an artisan language. The teaching of working drawing should give some skill in the technique of mechanical draughting while at the same time it offers opportunity for developmental training.

- (1) It should familiarize the child with plans, the reason for their making and the manner of reading them. It should give him a knowledge of their use in all forms of constructive industry.
- (2) It should give ability to make a working drawing, i.e., to represent objects in plan and elevation, and should familiarize the pupil with the use of the drawing board and draughting instruments.
- (3) It should develop carefulness and accuracy in planning, dexterity in the manipulation of tools and neatness in execution.
- (4) It should develop ability to analyze, to see in an object those parts which must be drawn to show its construction, and power to mentally assemble and form a conception of the completed object when the various parts are presented.
- (5) It should develop imagination and originality through the planning of new forms and the study of constructive designs.
- (6) Above everything it should cause the pupil to turn naturally to working drawing as a form of expressing a technical shorthand, giving information not to be otherwise conveyed save in elaborate and involved explanation.

Considering the importance of drawing in all the industries, too much stress can hardly be placed on the subject. Any system of Manual Training that neglects it is not fulfilling its position and it is certainly not possible to have any form of Technical Education without attaching the greatest importance to the subject.

3. The third point to which attention should be directed is the question of records and registration. A copy of an actual Manual Training register in which attendance and work done is carefully recorded should be kept. It should be possible to see from such a record the work done by each pupil and the time taken to do it. In addition to this a stock list and a list of books and appliances should be kept and periodically checked.

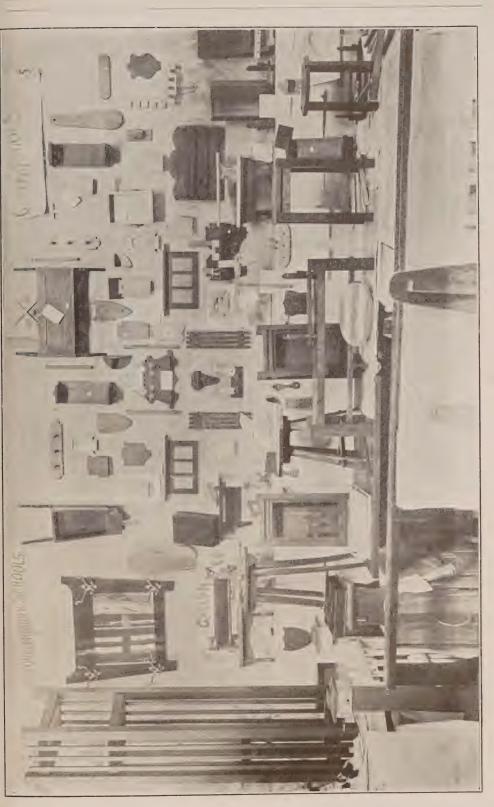
III. HOUSEHOLD SCIENCE.

Household Science is now carried on in the following centres, in addition to several private and semi-private institutions: Brantford; Stratford Public Schools; London Collegiate Institute; Caroline Street School, Hamilton; King Edward School, Hamilton; Technical School, Hamilton; Toronto Technical School; Berlin Collegiate Institute; King Edward School, Toronto; Winchester Street School, Toronto; Guelph Public Schools; Ingersoll; Wellesley School, Toronto; Parkdale School, Toronto; Guelph Consolidated School; Brockville; Queen Alexandra School, Toronto; Woodstock; Galt; Kingston; Owen Sound; Wentworth Street School, Hamilton; Dewson Street School, Toronto; Woodstock; Peterboro' Public Schools; Peterboro' Normal School; Toronto Normal School; North Bay Normal School; Ottawa Normal School; Stratford Normal School; London Normal School; Macdonald Institute; Lillian Massey School, Toronto; Belleville; Broadview Boys' Institute, Toronto.

Throughout the Province excellent work is being done and the movement is making gratifying progress. The schools generally are well equipped, but are



Work of Evening Classes, Guelph Board of Education.



almost without exception lacking in illustrative material. In every Household Science Department there should be a collection of food products both in their raw and manufactured states. Various manufacturers send out specimens showing the processes their goods undergo during the course of the manufacture. Charts showing the chemical composition of various foodstuffs should be provided and every effort made to obtain such a collection of charts, illustrations and specimens as will give life and vitality to the multifarious problems that Household Science should deal with. Charts and models illustrating the principles of plumbing and ventilation might also be provided.

The same criticism may be made this year as has been made in previous reports, that Household Science, as at present taught, consists almost entirely of cookery. The teachers themselves recognize that this is a very narrow interpretation of the term, but are almost powerless in the matter. When it is remembered that the lesson lasts only from one to two hours, and that only once a week, and that both Manual Training and Household Science are the first subjects to be cut off in the case of examination pressure, etc., it will be seen that the teacher is seriously handicapped. Notwithstanding these difficulties many teachers are incidentally giving much valuable information in regard to general housekeeping, sanitation, care of the young child, needlework, etc. Wherever possible a dining room table equipment and furniture should be provided and lessons given on table-setting and serving meals. Serious attempts are being made in some centres not only to get out of the subject all its cultural value, but also to make it of direct practical use by providing lunches for those pupils who stay at school during the noon hour. Much more attention is being paid than formerly to the preparation of the complete meal and the criticism that the girl attending a Household Science Class can only cook "half a potato," is heard much less than used to be the case. many places-Stratford, Brantford. Ottawa, Toronto. Galt, etc.-luncheons for public functions have been cooked and served by the girls with great success. Here is a newspaper account of such a meal:

"Collegiate Girls Serve Dainty Meal.

"Members of Board of Education and Officials Were Guests to Luncheon.

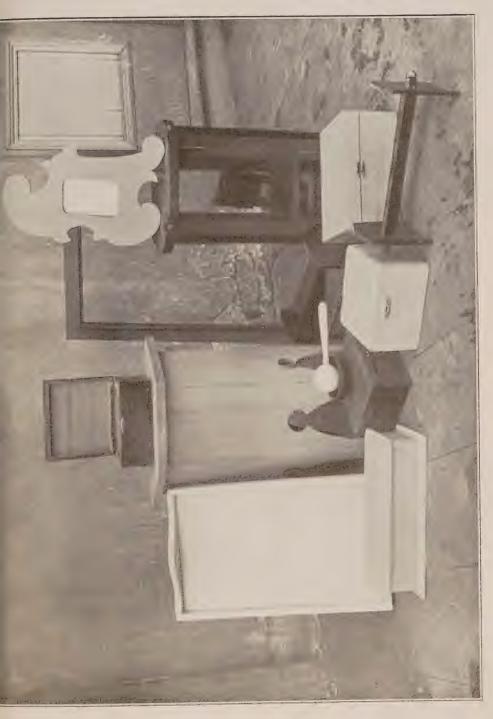
"Ten years ago if anyone had had the temerity to tell the mothers of the land that in the basement of a high school a young woman not much older than they were could teach their young daughters all about getting together, cooking and serving an exceedingly palatable meal, he or she, as the case might be, would have been treated with silent derision.

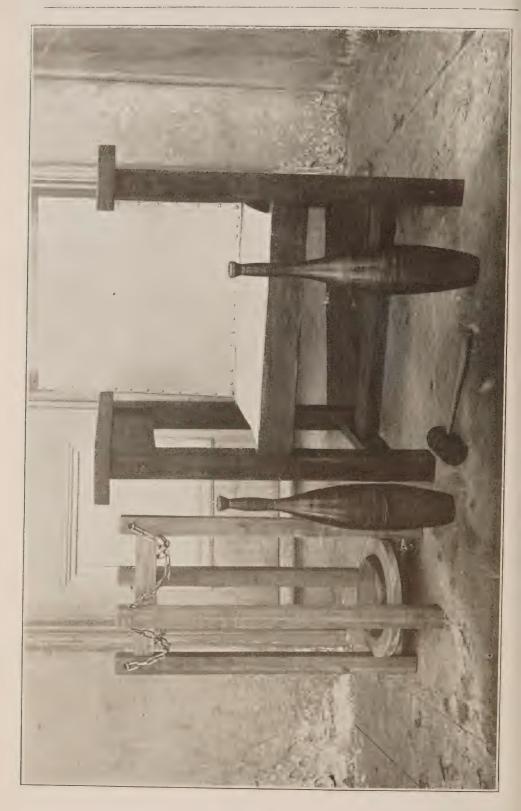
"That's all past now, for to-day at noon in the up-to-date, though simple dining room of the collegiate institute Miss MacPherson and her staff of youthful assistants entertained the members of the Board of Education and attendant officials to luncheon.

"Course Dinner Served.

"Some fifteen altogether sat down and a regular course dinner was served up by two charming little maids in white frocks who went through it all without even spilling the soup in the olives—nice potato soup it was, too.

"It was complete and tasty and thoroughly enjoyable and up-to-date, and was a real eye-opener to any members of the board who might have come to regard household science as a fine thing theoretically, but really not up to a great deal on a cold day with a big appetite.





"Something to Talk About.

"They were thoroughly disillusioned, however, to-day, and as Chairman Westervelt expressed it, after Miss MacPherson had taken the group picture, they liked it so well that the members were half inclined to sit around and talk about it. However, the bell rang and everybody went up to lessons, while the members strolled back to work marvelling greatly that such things had come to pass."

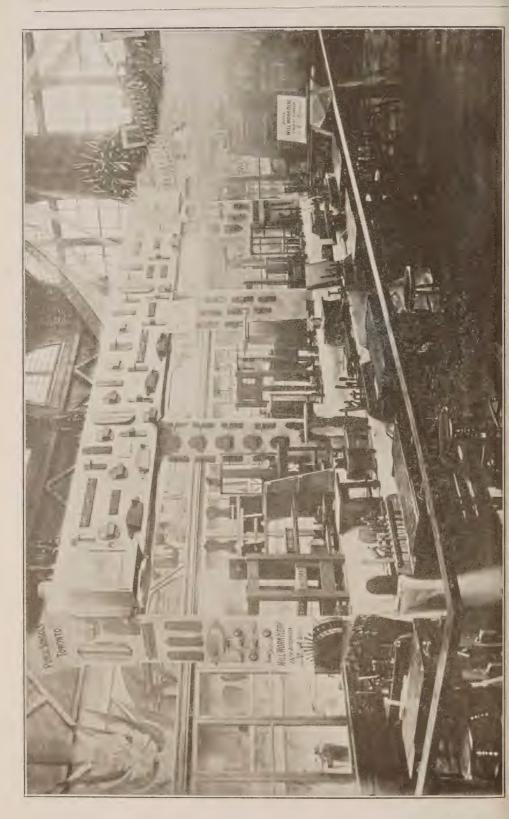
In order to obtain time for sewing some teachers are taking the Summer term for this subject with Collegiate Institute girls who have had a two years' course in Cookery. This plan has much to recommend it as it is generally the only opportunity they have of acquiring any knowledge of this art during their school courses.

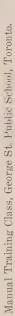
It is still claimed by some that there is no need to introduce Household Science into the school curriculum owing to the fact that the girls are taught all that is necessary in their own homes.

"An interesting examination was held recently in a Massachusetts High School. Twenty-six girls, members of the same class, were given a list of thirty questions. These questions bore reference to the girls' knowledge of household duties, and the answers proved decidedly entertaining. Twelve of the twenty-six said they could make bread, eighteen could make cake, and all could make candy. Twenty-two girls had built a kitchen fire, twenty had cooked beefsteak and twenty asserted that they had prepared a full meal. It is disappointing to learn that not one girl of the entire twenty-six knew why new bread is not a healthful article of food, nor could twenty-four of them tell what a trap to a sink is. The making of starch was understood by twenty of the class, and sixteen said they could iron their collars and cuffs. Twenty girls could mend their clothes—at least that's what they claimed, and seventeen had made shirt waists. Seven of the seventeen had made but one shirt waist, but there was one girl in the class who had made fifty. When it came to trimming hats there were thirteen girls who knew how, and thirteen who didn't know and hadn't tried to learn

"The principal of the school framed this list of questions and considers the answers a fair exposition of the domestic knowledge of the average High School girl. He asked the questions with a definite object in view. He wanted to be certain that domestic science was an advisable addition to the school studies. After the answers to his thirty questions were thoroughly considered he admitted that there would be no delay in establishing the new course. Perhaps it was diplomatic on the part of the principal to avoid all mention of the true cause of the ignorance of the class as a whole—lack of home training and home encouragement."—Cleveland Plain Dealer.

It still remains for some progressive Board of Education to show what can be done in the teaching of girls, by making provision for the larger subject of "Housewifery," as it is called in the English schools, by furnishing a model house or flat in which every department of Household work can be demonstrated and taught. The plan of teaching Housewifery is as follows, to take a typical case. The Manchester (England) Education Committee owned two cottages near one of the schools. These houses have been simply furnished and suitably equipped for a working man's home. The teacher lives in one of the houses and classes of twelve girls at a time are taught. All the practical details of household management are dealt with, including the buying and cooking of food, bread-making, washing and mangling and ironing, cleaning, dusting, etc. By means of this provision about 120 girls will have the benefit of practical training and in time there are to be given







simple lessons in hygiene and the tending and feeding of young children. To meet the requirements of the English Education Department it is necessary that each girl should have previously gone through a course of lessons in cookery and laundry work. If the last six months of a girl's life at school could be spent at such a centre in training for the duties of keeping the home, there can be no question but that a vast improvement would be effected in the comfort and economy of home life and such provision would have a decided tendency to prolong the school life of the girls. The need of training for home life is evident. It has been talked about until we are in danger of being drowned by the flood. If men started out with as little knowledge of their business affairs as does the average girl of housekeeping, business failures would be chronicled every day by the score, instead of the occasional few as now.

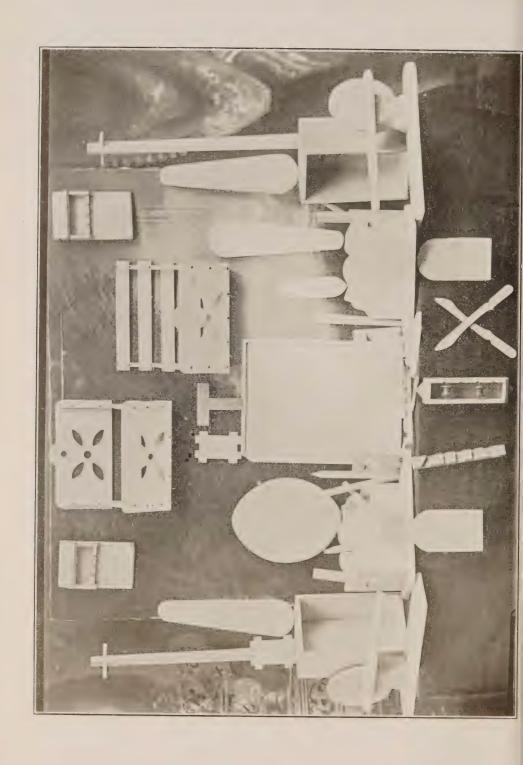
IV. EVENING CLASSES.

During the year evening classes have been held in Toronto Technical School, Lansdowne School, Toronto, Brockville, Galt, Guelph, Berlin and Hamilton. This movement is making very slow progress. With reference to this subject I may repeat what was said in the report for 1907:

"If technical education is ever to be established on a sound and useful basis in this country, it will have to begin, as in every other, with a system of evening classes, for not only is it necessary to train those who will in future occupy our factories and work shops, but it is equally and perhaps more important that those who are at present engaged therein should receive that technical training which they cannot get while tied to one machine or confined to one process during their daily employment.

"The citizens of the Province are not reaping the benefits that should accrue to them from their school buildings. A number of these cost large sums and are built on land costing much and yet the vast majority of them are closed nineteen hours out of the twenty-four, while for at least three months every year they are entirely closed. In a report on 'The Extended Use of School Buildings' occurs the following: 'It is an inspiring sight on any evening during the term to approach the school building and to see the light streaming from every window, and to realize that if the visitor had come upon it but a short time before he would have found it standing blank and dark, with doors locked and without even the fixtures in the building to render lights possible. In order to see all the work carried on at the school it is necessary first to enter the basement, where one's ears are greeted with the busy sound of saw and plane and hammer, issuing from the elementary and advanced woodworking rooms. Then in going from one to another of the twenty-four rooms, each filled with its throng of busy and interested people, the visitor can pass an inspiring and enjoyable evening. Not the least agreeable moment is the sensation experienced when, after going into all these different rooms, the visitor enters the school hall at the top of the building and finds there a hundred and fifty or more young people singing with the greatest interest and evident delight the Soldiers' Chorus or the Village Blacksmith.' The evening drawing schools in the city of Boston offer a suggestive example of a well thought out and organized scheme. As has been previously pointed out, drawing is at the basis of every trade and industry and in all schools dealing with technical or industrial subjects, occupies the foremost place. These schools were first organized in 1870 with over 1,000 registered students. In the 1872-73 report of the Committee on Drawing special attention was called to the good work already accomplished, as it warrants the reasonable hope that Massachusetts will eventually take a high stand among her sister States through the application of Art to Industry. Those who believe that it is only through such means that she can in the future



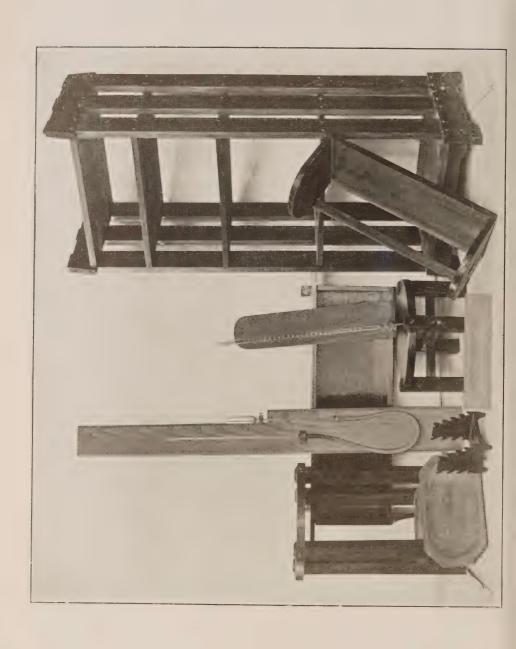


retain her hitherto undisputed position as a leading manufacturing State, will rejoice at these proofs of native aptitude for original design.' In 1902, an entire re-organization was undertaken as well as a second review of the course of study. There are now six of these evening drawing schools maintained by the city of Boston. The schools are free, all materials are furnished and the instruction is planned to fit the needs of those who desire to study drawing and design as an aid in their daily occupation. The subjects taken are divided into six branches, freehand is separated from design, and the costume model is introduced into four schools. The work in clay modelling includes modelling from the costume model and studies in metal and design applicable to the various handicrafts. Mechanical, architectural and ship draughting are among the subjects taken and the extended use of steel in all constructed projects is thought to have demanded a new course in structural drawing, particularly applicable to that material.

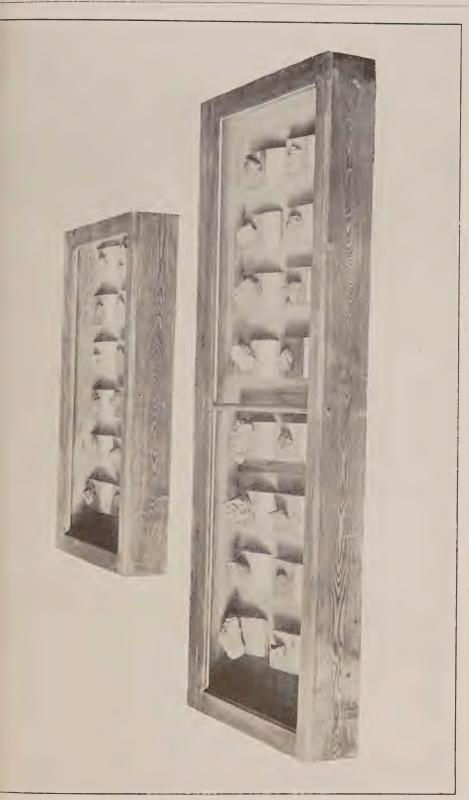
"The term of these schools continues for sixty-six working nights. No person is admitted under the age of fifteen or at any other time than at the beginning of the term except by express permission of the Principal of the school. Students are admitted to the first year class without examination. Those who can give evidence of their ability to undertake advanced work are admitted to the second or third year classes. The School Committee reserves the right to retain as City property certain drawings from each student's work during each of the three years' course of instruction. These drawings are used for purposes of record and exhibition, and to display from time to time in the different class rooms as incentives to students.

"Examinations are held each year and certificates granted, while a student who completes the full three years' work in any subject is granted the diploma of the evening drawing school. It will be seen that this means 198 hours of definite instruction. The course in each subject is most carefully planned and can be studied in the various reports issued by the Committee on Drawing. In the reports referred to many instances are given of great success in industrial pursuits made by the students of these schools. So successful have these schools been that there is now being planned a great extension of the work in the form of a day school which will be entirely devoted to instruction in industrial art.

"The evening schools of England and continental Europe have reached their present state of efficiency through much struggle and tribulation. In every country where an attempt has been made to establish them on the basis of the ordinary day school, that attempt has miserably failed. Several considerations should be carefully noted before any attempt can be made to establish these schools with a reasonable hope of lasting success. The two schools-day and evening-differ very largely, both in their aim and purpose. While the day school should be practical and certainly not ignore the demands of industrial life, its chief aim is general rather than particular. Only a very small number of those attending are there for the purpose of improving their general education. The large majority are there for purposes of direct utility and can only be interested and kept by such work as has a direct bearing on their daily labour or will fit them for different work-more remunerative than that in which they are at present engaged. Their main and sometimes their only object is dollars and cents. Day school attendance is, or should be, compulsory and the studies each child shall take up are also prescribed by law. In the evening school, at present at any rate, the attendance is voluntary and the student himself must be allowed to say what branches he shall study. The method of treatment of each subject is also different. In the day school the subject is treated methodically, and logically developed—so much so sometimes that one loses sight of the subject





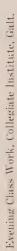


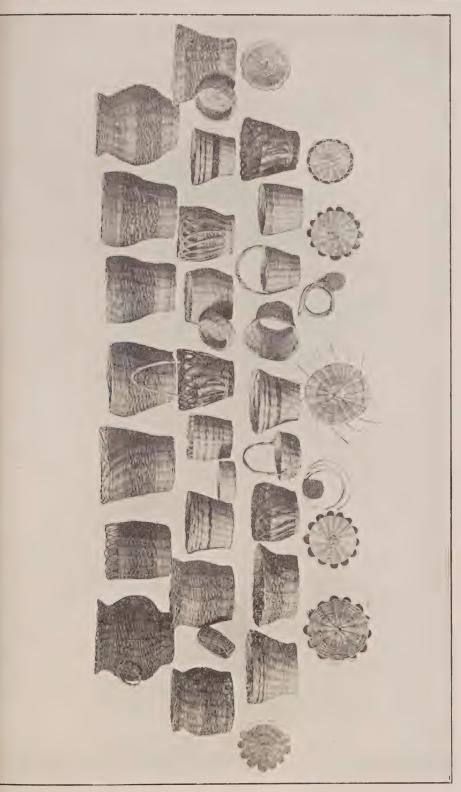
in rapt admiration of the method—but in the evening school no such necessity exists, only so much of the subject need be taken as will elucidate the special point on which the student desires information. Both the wants and necessities of the students must be considered. Any one who has had experience of evening school work knows that these two terms are not synonymous and it is one of the functions of the evening school teacher to so form and shape his instruction that the student will soon come to want what he needs. In the evening school the method of classification should also be different, the student should not be classified by ability alone. If this is done men will object to sit with boys who have recently come from the day schools and whose elementary knowledge is fresher and more readily drawn upon. Age and occupation should be the basis upon which the classification should be made."

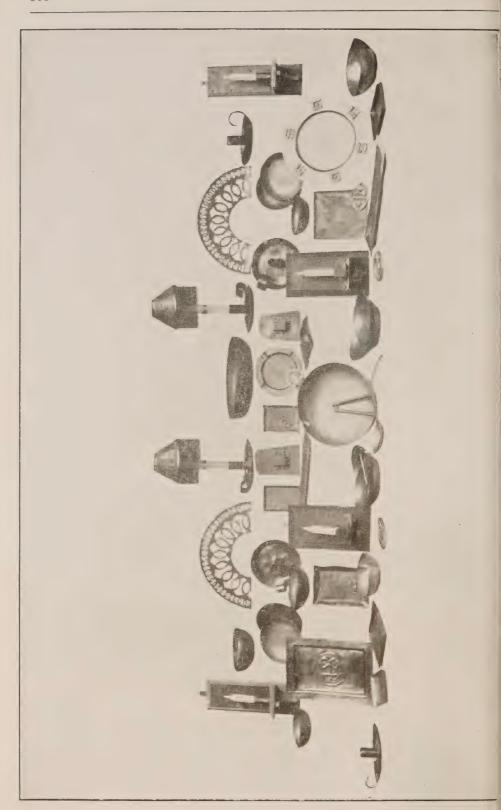
A new feature of evening class work has been the establishment of a class in Manual Training for the deaf in Lansdowne Public School, Toronto. The teacher of this class is Mr. A. J. Rostance, and the results have been most encouraging. The instruction is given by drawings and the sign language. The attendance has been regular, absentees being almost unknown, and as far as is known, amongst the deaf this class is the first of its kind to be formed in Canada. Some very good work has been accomplished and much is under way. The students are beginning to appreciate the absolute necessity of working from drawings and to feel their lack of knowledge in the way of measurements, etc. Two of the students are making round mission tables with tops 3 feet wide, very largely of individual design. Two have completed cupboards with carved panels in a most satisfactory way, others are making jardiniere stands, book cases, towel rollers, tea trays, picture frames, etc. Altogether this is a most encouraging experiment.

V. INDUSTRIAL MANUAL TRAINING.

New forces are at work. Slowly yet surely changes are coming. Teachers are endeavouring to make their work richer and more worth while. They are coming to realize that a new point of view is desirable, that development of the present work is needed in response to modern industrial conditions. When Manual Training came it was hailed as a relief from what had been criticized as the academic ideals which till then had dominated the schools, rather than the practical, but now many tell us that Manual Training has only just begun to touch the question and that it no more fits a boy for earning a living, gives him no greater trend towards industrial pursuits than the curriculum before its advent. If this be true or only partly true, something must be wrong. Only a few years ago the leaders in the Manual Training movement spared no effort to prove to the people that Manual Training had no connection with any trade, that its only purpose was cultural. They did the work well, so well that the practical man of to-day has sometimes concluded that it has very little of real practical value for use in everyday life. And it must be admitted that these criticisms are to a large extent justified. A critical examination of many of the models made in the average Manual Training room forces one to admit that they do not tend to educate the boy in the things essential to good craftsmanship or in a broad way to prepare him for modern industrial life. The box can do too much without thinking about what he is doing and so gets little good out of it. The times demand men who not only have skill of hand but those who are capable of thinking at the same time. To make our Manual Training have a direct bearing on industrial life it is essential that good technique be acquired and if we







xpect this we must demand a higher degree of accuracy in result than is found in ery much of our work at present. If a project is too complicated to get soundly onstructed accurate results the problem must either be simplified or something else

ot in its place.

With a view towards making the work of greater direct industrial benefit sevral schools have made large additions to their equipment. Amongst these are Brantford, Woodstock, Berlin, Sault Ste. Marie, Stratford and Hamilton. In each f these centres excellent equipments for machine shop practice, forging and wood-urning are now installed. At Brantford there has been established a pecial industrial class for boys leaving the public school. These boys are hose who would not enter a High School but generally speaking would spend the rears from fourteen to sixteen as messenger boys, elevator boys or in some other orm of labour, because they are not of sufficient age to enter any form of productive ndustry. One of the main purposes of such a class is to make some definite use of what have been called the "wasted years" of a boy's life. Mr. Chas. F. Errett, of Brantford, the teacher of the class in question, thus describes his methods and work:

"The Brantford Manual Training School is now in its ninth year of usefulness, thaving been one of the earliest of the technical schools started under the direction of the Education Department of Ontario. Beginning with a set of small wood-working benches, it has gradually increased its equipment and widened its scope until now it offers instruction in cabinet-making, wood-turning, metal turning, forging

and mechanical drawing.

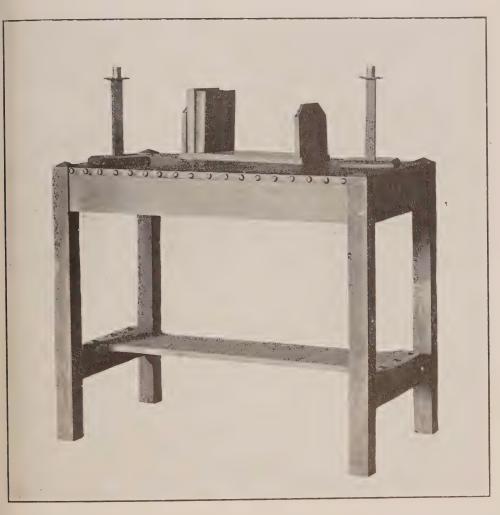
"The most important step in its progress was taken a year ago when a separate centre was established to accommodate the increasing number of public school classes and permit the organization of a special industrial class in connection with the Colegiate Institute. This attempt at elementary vocational training was the outcome of a desire on the part of the School Trustees for more definite and practical results from the school in the way of fitting boys for industrial occupations. Perhaps this attitude is explained by the fact that Brantford is pre-eminently a manufacturing town and the trustees were practical men, but it was held that even from an educational viewpoint practical manual training had the greatest value and it was held that this kind of education was especially suitable for those who could make most use of it.

"As the school is in a measure unique in its methods and organization, a brief general description of its work may be of interest. It must first be understood that now it is a part of the Collegiate Institute, its pupils being drawn from the junior forms of that institution and its control lying in the hands of the Collegiate Board of Trustees. Before entering its classes, then, boys are presumed to have attended the manual training classes of the public school for two years. Most of them have reached an age at which they have decided to what use they will put their schooling.

"Boys in the regular classes receive weekly lessons of an afternoon's duration in drawing and bench wood-work. For these pupils no rigid 'course' of models is provided. Instead tool operations are taught as directly as possible by means of special exercises, and practised in applications to pieces of interest. As soon as the elementary and general lessons have been taught and mastered much use is made of what are called individual projects.

"From a list of projects a lad decides which he will undertake, talks the matter over with the teacher, collects all necessary data, and goes at his task of design and construction exactly as if he were a builder planning and erecting a house. To illustrate: A lad wishes to make a Morris chair for his home. The teacher agrees





Evening Class Work, Galt Collegiate Institute.

that he can accomplish the project, can saw and plane his pieces accurately to size, can make neatly his mortise and tenon joints, and has persistence enough to carry him past little incidental failures and discouragements. Furniture catalogues are consulted, chairs are measured, designs are compared. Then measurements are decided upon, and a sketch made embodying these and the accepted elements or variations of design. Then the boy makes a full sized working drawing. Here the teacher, who is constantly consulted, controls the development of the project, but by suggestion rather than by interference. While safeguarding its originality he teaches correct technical methods and inculcates a sense of fitness in the matter of ornament, proportion, and general design. The drawing completed, the boy makes a proper bill of stock and orders his material. Afterward follow days and days of patient, determined effort and finally success and a reward in the shape of a bit of furniture for the home, a piece worthy and strong and good to look upon.

"After a year of this work boys may elect to spend their share of time at drawing or wood turning or forging. For those who wish to attend the School of Science or to enter such an occupation as architecture, for example, these technical classes

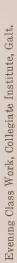
furnish a very valuable preparation.

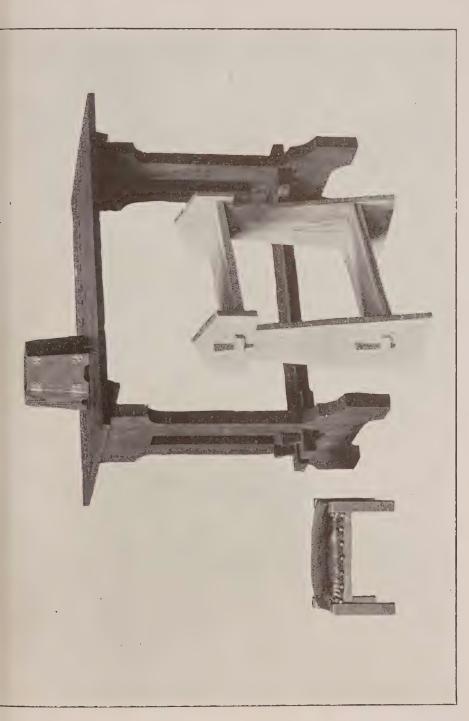
"As before hinted the most satisfactory work in the school is done with the Industrial Class. It is composed of lads who desire an abundance of such manual training as will best fit them for industrial occupations. Spending the whole of each morning in the Manual Training School they acquire considerable skill and capacity, and accomplish things that are really worth while. They devote an hour each morning to drawing, and produce sketches, detailed drawings, tracings and blue-prints that conform as closely as possible to shop requirements, and give an assurance that these workers will when the opportunity comes understand drawings put into their hands or be able at any time to express their mechanical ideas in the language of the engineer.' Their woodwork calls for a greater insistence on the accomplishment of dexterity and the development of inventiveness. Individual projects form the bulk of their work and the method of teaching already outlined is especially suited to their needs. To accustom them to power-driven machinery they are required to spend a certain share of their time at wood turning. 'Required,' however, is hardly the proper word to use here, for their enthusiasm is so large that it is the teacher who is driven and required rather than the pupils.

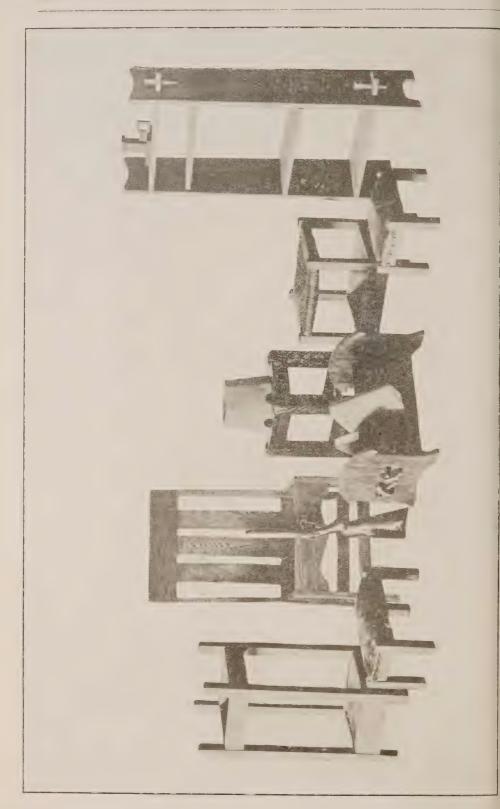
"Of the afternoon classes in the Collegiate Institute it is only necessary to say here that they comprise lessons in English, mathematics, and science, and are all of an obviously practical sort. A second year in the course will possibly permit an increased measure of this work and instruction in the shop in forging, metal-turning and advanced drawing."

Woodstock has just completed the installation of an equipment costing \$3,500 in its new building specially erected for this purpose, and Sault Ste. Marie has placed in its schools a most complete and comprehensive equipment, one of the best suited to the needs of the locality that I have yet seen. In connection with the school at this place a class from the steel works is to be sent one afternoon a week for mechanical drawing. This is an excellent feature and will doubtless do much to establish a desirable connection between school and shop.

I take the following from the Berlin News Record of February 11th, 1909: "Mr. A. H. Leake, of Toronto, the Provincial Inspector of Manual Training and Household Science schools of Ontario, was in town Wednesday afternoon and evening. He was interviewed at the Walper by the News Record and had an interesting message to the educationists and young working men of busy Berlin.







"Mr. Leake always has a good word to say of Berlin, its Collegiate and Techni-

cal Institute and the splendid equipment.

"'But the work is not quite reaching the spot,' said he. 'And this applies not only to Berlin, but to other centres where similar conditions prevail. The great want all the time is for some definite industrial training that will reach those who would be as a mass benefited by it. The average boy, when he attains the age of fourteen years, with no intention of going to High School, spends about two years as bell boy, messenger boy or other work like that. And the result is, when he reaches the age of seventeen, he is no better off—not as well from an educational and industrial point of view—as he was at fourteen.

"'If a course of definite instruction in particular trades were provided for the boys at fourteen, many of them could have two years more of schooling. And very many of them will take advantage of it if they only feel that it leads anywhere.

"'If your Collegiate here, with its excellent equipment, would provide for a two years' course, admitting all boys graduated from the public schools, without necessarily having passed the Entrance examinations, you would be making a great step in advance and one that I and the Department of Education should greatly like to see.'

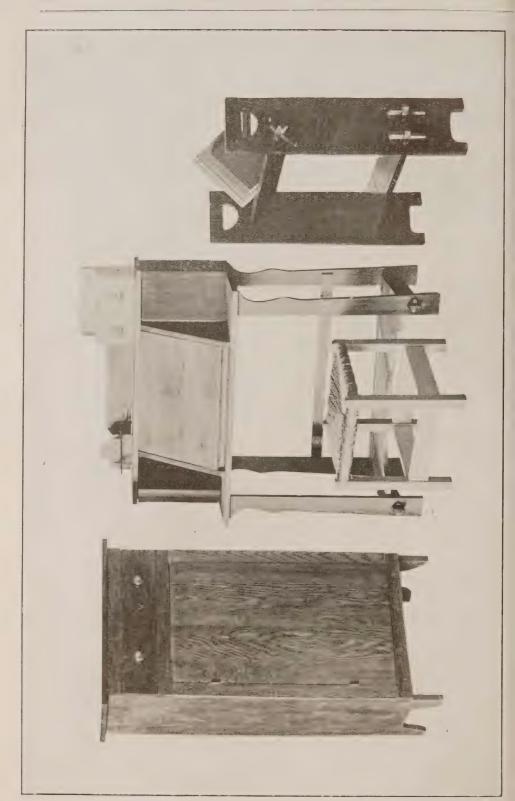
"Mr. Leake followed up his thought with the suggestion that half the day should be devoted to shop work such as wood working, iron work, wood turning—and, above all, mechanical drawing, on which practically every industry depends. The other half day should be spent in English, mathematics and science. Each of these branches could, and should, have a definite relation to the work in shop instruction. For instance, a lad in wood working will learn as much about English in writing about the lathe as he will writing about the 'beautiful moonlight,' or the pyramids of Egypt. And the arithmetic should deal with shop problems such as the speed of pulleys and other practical questions having definite relations to the industry the boy is studying.

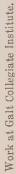
"As to the methods to be adopted in carrying out such a special industrial course, Mr. Leake said there are two that could be used. Brantford has gripped with the matter in earnest. The Public and High Schools had joint classes in Manual Training and now the Public School Board has withdrawn its pupils, and will have a manual training instructor and equipment of its own for the public school students. In Berlin the Public School could retain its own centre and receive a grant of \$500—in five equal annual payments for equipment and a grant for maintenance. Or, an assistant to Mr. Houston, the present teacher, could be appointed and the public school pupils left at the Collegiate.

"In Brantford the instructor has the Collegiate class and a special class of 20 boys on a two years' course. For the sake of getting manual training that will reach somewhere the young men are buckling down to real faithful study.

"'In addition,' said Mr. Leake, 'there should be properly organized evening classes, to get the boys of from 16 to 18 and up, who have already gone into industries and who want to better equip themselves. In these classes mechanical drawing should form a large feature, as it is badly neglected in Ontario. The girls' evening classes should provide for cookery, dressmaking and millinery; and in time there ought to be classes especially adapted for the women's industries here.'

"Mr. Leake recommended that there should be secured to help in the courses of practical instruction, some intelligent foreman in the various industries and so have mechanical drawing applied directly to the industries typical of Berlin. The young men themselves will be the ones who know best what is needed, and it will be







up to the teachers to give them what they want. In connection with these trade classes there ought to be a trade paper library, for any practical mechanic can learn a good deal from an up-to-date paper.

"Mr. Leake says the boys at the school here are doing good work, some of them really excellent. But it is only the few. The advanced and practical education is not reaching the mass that it should. Berlin ought to be in a position to adopt such a course. This town was the first in Ontario to go into manual training and household science in a broad, thorough manner, and Mr. Leake would like to see the lead maintained by the provision for the boys from 14 to 17, whose time now is largely wasted, and by evening classes for the young men who have already started at work.

"Such provision has been made at Galt, Guelph Public and Guelph Consolidated schools, Brockville, Hamilton and Toronto. At Toronto a class of twenty deaf mutes has been organized in mechanical drawing and a manual training department is being equipped in the Institute for the Blind at Brantford. Thus it will be seen that progress is made—but as Mr. Leake says: 'Education is a slow process.'

"Before leaving Berlin Mr. Leake visited one of our furniture factories and placed an order for new school benches."

Probably the greatest advance that has been made in this connection is the opening of the new Technical School in Hamilton, in September, 1909. *The Hamilton Spectator* has the following description of the school:

"Among the many things which go to make a greater Hamilton there are none more worthy the support of every citizen than the new technical school located on Stinson street, which will open for classes Tuesday, September 7. The technical school is a handsome brick building with brown stone trimmings. It is a two-storey structure, with basement and attic. In the basement, which is high and well-lighted, are located the forge department, the electrical laboratory, the painting and plumbing departments, fan room, store-rooms and lavatories. On the first floor are the offices, the wood shop, the machine shop and class rooms. On the second floor, the domestic science department, the drafting-room and class rooms. The building is heated by steam, and a complete ventilating system has been installed.

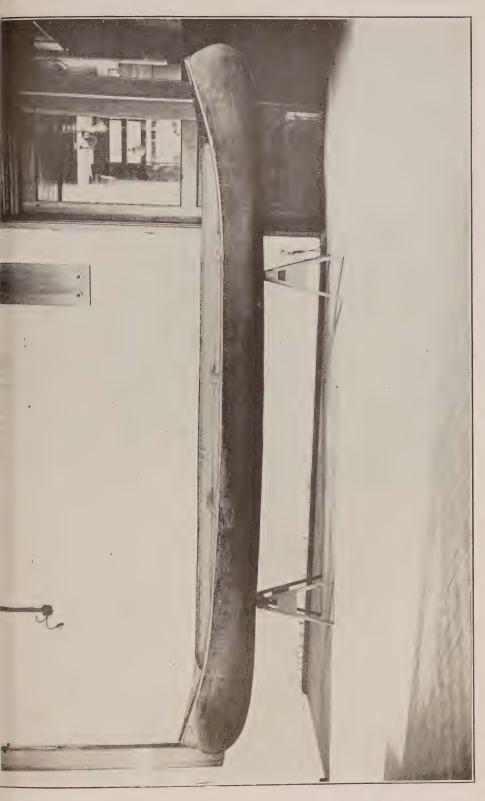
"In every department of the school improved sanitary conditions have been made a special feature. Marble toilet rooms are located on every floor. The numerous class and lecture rooms are fitted with large blackboards, and the equipment in all departments is of the most modern design. Large halls are located on each floor, which run the entire length of the building, and on each side of which class rooms are conveniently located. In the blacksmith department the combination forges are so arranged as to have an automatic supply of water, also air pressure supplies the necessary force to run the fires in each forge. The smoke from the forges is carried through a series of underground pipes, and no odour or smoke is allowed to come into the room. In the motor-room there is a 10 h.p. motor, which forces air through pipes, again passing over a large screen arrangement, and on throughout the building. This is used in winter for heating, as the air passes through heated pipes, and by the use of ammonia in the pipes in the summer the same process supplies cold air to the building. A large electric switchboard is located in the basement, and the building is electric lighted throughout. Two hundred steel cage lockers are located in the basement for the convenience of the pupils and staff. The forge shop is a room 84 feet by 28 feet. It contains 16 Sheldon forges with blast and exhaust system and a full complement of Peter Wright anvils and small tools.

"The equipment of the machine shop, which is a well-lighted room, 84 feet by 28 feet, consists of eleven benches furnished with improved vices and individual sets



Writing set in Beaten Copper, at Glashan Public School, Ottawa.







of tools, one high speed and six engine lathes of from 11 in. to 16 in. swing, a 24 in. by 24 in. by 6 foot planer, a 16-in. back-geared shaper, a 20-in. drill press with hand and power feed, a power hack saw, a grinder and a milling machine, besides a tool room stocked with a line of special tools.

"The electrical laboratory is a room 78 feet by 28 feet, and is equipped with sets of magnets, galvanoscopes, resistance boxes, D'Arsonval galvanometers, Wheatstone's bridges, batteries of various types, and other apparatus for individual experiments in elementary magnetism and electricity, doorbells, annunciators, switches, sockets, incandescent lamps for practice in wiring and testing, and for testing generators and motors, a full line of ammeters, voltmeters and watt meters and generators.

ators and motors of various types.

"In the wood shop there are 24 benches furnished with vices, saws, chisels, gauges, planes, mallets, etc. Special tools for the woodwork department will be kept in a special room, and a pupil will be in charge. Pupils wishing to use any of the special tools may do so by handing in a check for the tool required. This check will be charged up to the pupil, and credited when the tool is returned to its place. Thorough system in all departments will be a special feature, and the training along this line will be of great service to the young men who attend this institution.

"There are special rooms for the teachers, and some rooms not yet used, which

will be used later for the addition of new departments of study.

"Perhaps the finest room in the building is the one to be used for mechanical and architectural drawing. Dressmaking and millinery will be one of the special features to be added later on. In the meantime the room intended for this purpose will be used for Saturday morning classes in art for pupils from the public schools. This department will be in charge of John S. Gordon.

"Cooking will also be taken up, and a special room will be used for this, which

has been fitted up with the most modern fixtures and appliances.

"The main offices are located in the southeast corner on the first floor, and are

handsomely fitted.

"At present the management has sixty applicants from prospective pupils, who will begin their studies on the opening day, September 7, but it is expected this number will be greatly increased in a short time, and arrangements have been made whereby certain departments can be enlarged as occasion demands it.

"The following is a list of the more important subjects of study to be taken up: English, arithmetic, algebra, physics, drawing, woodworking, electricity, forging, machine shop practice, mechanical drawing, industrial chemistry, architectural drawing, printing, plumbing, house and sign painting, textile design and manufacture, domestic science, dressmaking and millinery.

"The board has placed the fees at such a low figure that the school will be available to all, whether rich or poor. For day classes, \$1 a month for residents of the city, and \$3 for non-residents. For evening classes, \$1 a month for residents of the city, \$5 for non-residents. These fees admit pupils to all classes, and are payable in advance.

"The excellent staff of teachers secured will ensure the best and most satisfactory results. The teaching staff is as follows: J. G. Witton, principal and instructor in mechanical drawing; H. Nold, instructor in electricity; William Bailey, instructor in woodworking; Frank E. Braucht, instructor in machine-shop practice; Julian H. Thomas, instructor in forging; Miss I. W. Strong, instructor in household science; John S. Gordon, instructor in art; Gordon J. Hutton, instructor in architectural drawing. Instructors in English, mathematics, physics and chemistry will be





selected from the staff of the Hamilton Collegiate Institute. Institutors in other departments will be appointed as required. The manual training classes previously taught at the Collegiate Institute will be instructed at the Technical School in future.

"The finishing work to the building is being rapidly pushed along, and everything will be in good shape for the opening day, by which time it is expected there will be about one hundred pupils ready to start. Principal Witton, who has had years of experience in this class of work, is taking a keen interest in the school, and if push, energy aand experience count for anything, then the success of Hamilton's new Technical School is assured. Behind Mr. Witton is a staff of able teachers, every one of whom have been selected with a view to best results to the most pupils, and no expense has been spared in providing a teaching staff of the highest standard.

"Hamilton citizens who have not availed themselves of the opportunity to visit this new school, should do so at once, and will be agreeably surprised at the excellence of the equipment in this building. Visitors are always welcome, and they will find in Mr. Witton, the principal, a gentleman who will accord them every courtesy

consistent with his duties.

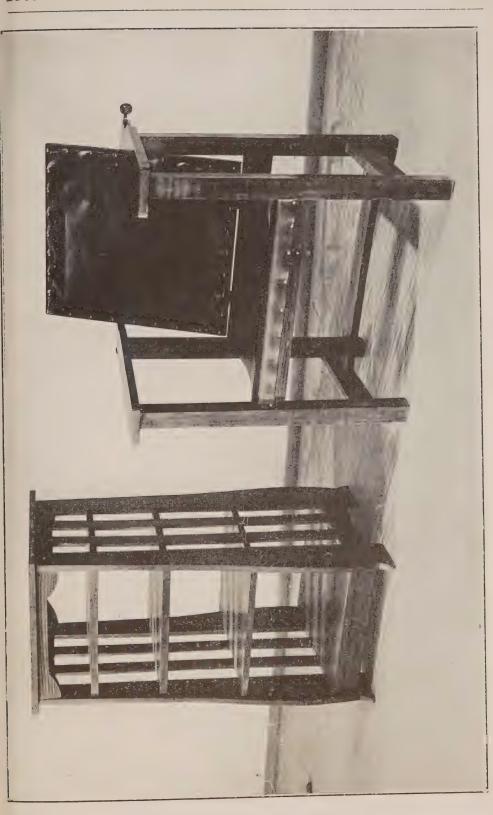
"There has been much work during the past two years connected with the carrying out of the technical school plans, and every detail has been well looked after by the following committee, which had charge since the idea of the school was first talked of: F. J. Howell, chairman; J. Orr Callaghan, J. W. Lamoreaux, Thomas Hobson, Geo. R. Allan, Alfred Ward, George Armstrong and Thos. W. Watkins. Others were added to the above committee recently, who are C. R. McCullough and Alfred Wilkes, representing the manufacturers and the workingmen of the city.

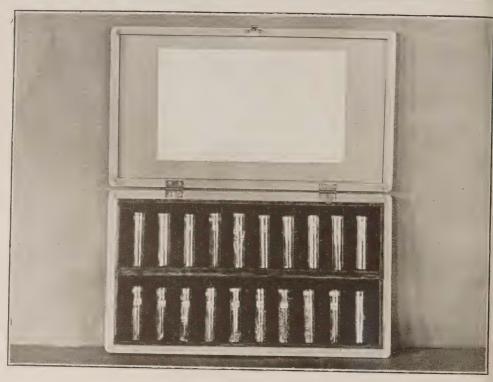
"Thoroughness is a characteristic of the work of the Hamilton Board of Education in whatever it undertakes, and the good rule has not been departed from in the building and equipment of the new Technical School, which has been visited by hundreds of citizens within the past week. Yesterday the members of the board made their final official inspection of the new building and its equipment. Principal Witton and F. J. Howell, chairman of the Technical School Committee, piloted the members around and made all necessary explanations. What they saw was the most up-to-date, finely equipped industrial training institution to be found in Canada. What they heard was that already the roll is well filled and the formation of evening classes has been begun, even these in some cases being now in danger of overcrowding.

"The Technical School will add considerable to the expense of the education system, but it will be an addition that can be easily justified. Within a very few years it will justify itself in the results it will show in the lives of the young men and women who take advantage of its courses. The Spectator congratulates the citizens upon the establishment of this very necessary addition to the city's school system. It is a commendable enterprise, intelligently handled by a committee of practical men, headed by a chairman—F. J. Howell—whose special fitness for that position has been demonstrated a score of times and whose enthusiasm on the question of industrial education was such as guaranteed at the very outset just what has happened—the successful inauguration of the new branch of learning."

VI. TECHNICAL EDUCATION.

In every previous report I have had the honour to make I have pointed out that as far as real Technical Education is concerned we have done nothing, but have perhaps done a little towards laying a foundation. The Technical Education





Seed Case, Stratford Normal School.



Manual Training Building, Institution for the Blind, Brantford.



appropriation is largely spent on Manual Training and Household Science and we may as well face the fact that these are not Technical Education properly so called Though nothing has been done there has been much talk which some day may lead to something. The subject has been debated in the House of Commons in Ottawa and the press throughout the Dominion has taken an earnest interest in the matter and various sides have been presented. The Hamilton Spectator. of September 1, 1909, has the following leading article:

"Coming To It.

"A committee of the American Federation of Labour, appointed to consider the question of industrial education in the public schools, has made a report which will be warmly received by all those who are interested in technical education and who have been fearful that their ideas might not be favourably regarded by organized labour. The committee urges that the teaching of the principles of mechanics be made a part of the public school course.

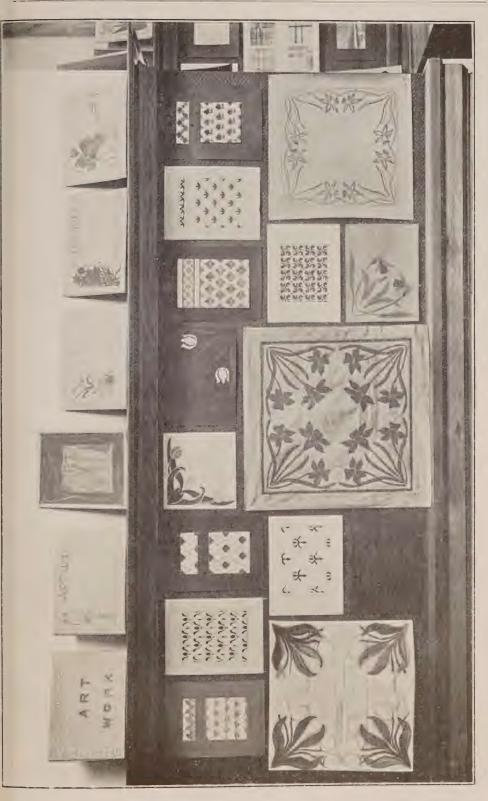
"This is surely a concession on the part of organized labour, which has in the past offered opposition to anything that looked like industrial training in the schools. It by no means provides the complete solution to the problem of the manufacturer and other employers of skilled labour, but it is a step in the right direction, and if it fails on trial to furnish the remedy necessary, we may rest assured that labour

will, in its own interests, go the necessary step further.

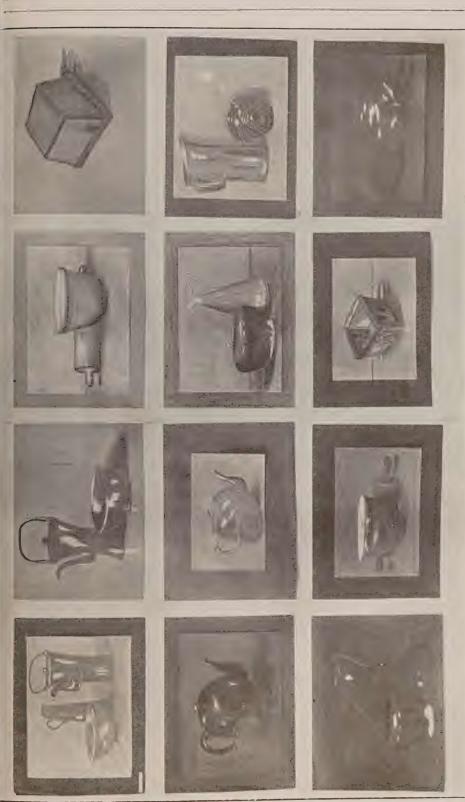
"What employers of the present day complain of is the fact that they can no longer find men qualified to act as foremen or superintendents—men who have a thorough knowledge of every branch of their business. Of late years there has been such a specializing in the manufacturing world that there is very little opportunity left for the young man to learn his trade with the thoroughness that is a necessary qualification in the foreman or superintendent. Nowadays the beginner is set at some particular machine or in some special department of the business, and there he remains until he becomes an expert in that one direction. More than this he does not learn. The old time apprenticeship system has pretty well broken down, and he who would learn thoroughly every part of his trade must seek employment, not in the big city shops, but among the small concerns that have not yet adopted modern methods.

"That the teaching of the principles of mechanics in the public schools will correct this evil is to be doubted. All the teaching of such principles that will be possible in the regular public school course can do little more than turn the ambition of the student, if he has a mechanical bent, to a further study of those principles. Where will he find opportunity to further his ambition? Not in the big shop, where if he goes he will become nothing more than a part of the particular machine which he may be set to operate. Not in the small factory, for there will be so many of him that he cannot be accommodated. To the schools again he will have to appeal, and it is just for this that the Hamilton Board of Education has undertaken the work of technical education in the Collegiate Institute.

"So far the Hamilton Technical School is an experiment. From all indications it will start its first year next week with bright prospects. The principal has told us what the first year course of study is to be, but we are left in the dark as to what is to happen in the second and third years. It is only natural that this should be so, for the management of the Hamilton school has no desire to move faster than the Department of Education, and up to date the Department has not made up its mind just what to do in the matter of technical education.







"Speaking of the second and third years, we could wish that such a course of study might be arranged as would give students an opportunity to matriculate into some one of the colleges where further attention is given to these particular branches. The Collegiate student who foregoes his chance to take the regular academic Collegiate course with university matriculation at its close and some one of the professions as a goal beyond, should be given an opportunity in the Technical School Course, if the thing is at all possible, to continue his technical studies to the very highest point, and we trust that the Board of Education will be able to plan so that this will be the result."

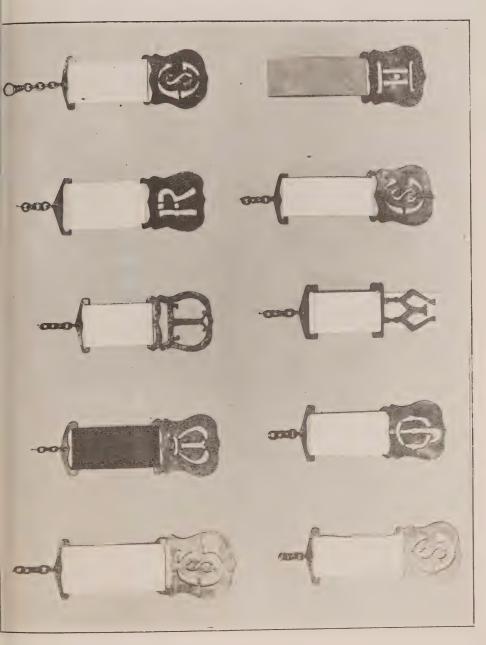
The Toronto Board of Education is still considering the question, having sent a second deputation to the United States to visit schools and institutions claiming to give technical instruction. This deputation has issued a report from which the following extracts are taken:

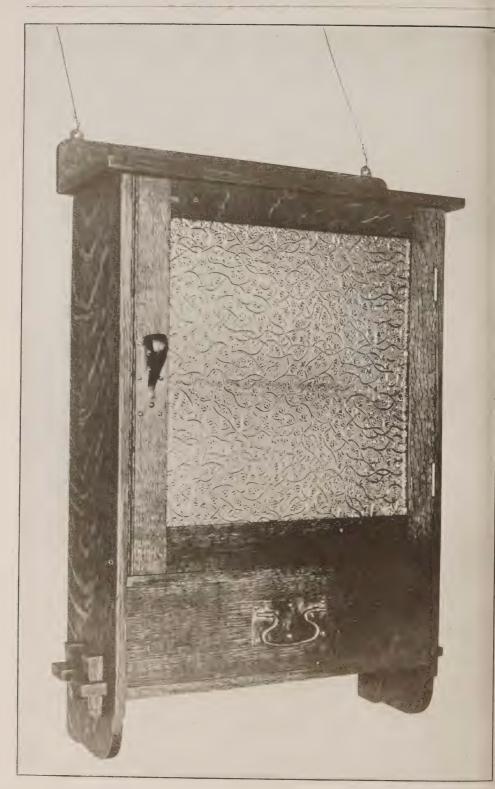
"Technical Education under the name of Manual Training was first introduced into the secondary schools of the United States about 1879, commencing with the St. Louis Manual Training School. Other schools soon opened up in Baltimore, Chicago, Toledo, and Philadelphia, closely resembling each other in their curricula, equipment and methods of instruction. Later it was introduced in an elementary stage into the upper forms of the primary schools, and now it is found to be thoroughly incorporated into the educational system of the United States in all the grades, including the universities. It is in the High School grades, however, that it first takes definite shape in both woodwork and metalwork, there being only elementary woodwork in the primary grades.

"The Manual Training High School generally has all of the regular courses of the ordinary High School, including the preparation for entering the University and Schools of Law, Medicine, etc., which we call matriculation, and along with these courses a training in woodworking and metalworking. The Technical High School is distinguished from the Manual Training High School in that, while it has all of the shop and laboratory work, it either has no matriculation work or matriculation into schools of Science and Technology only. The tendency is now, when building a new school where shop and laboratory work are to be given prominence, to make it a Technical School, as seen in Springfield, Cleveland, and Newton, thus leaving out the classical course and such other courses as prepare for entrance to the learned professions.

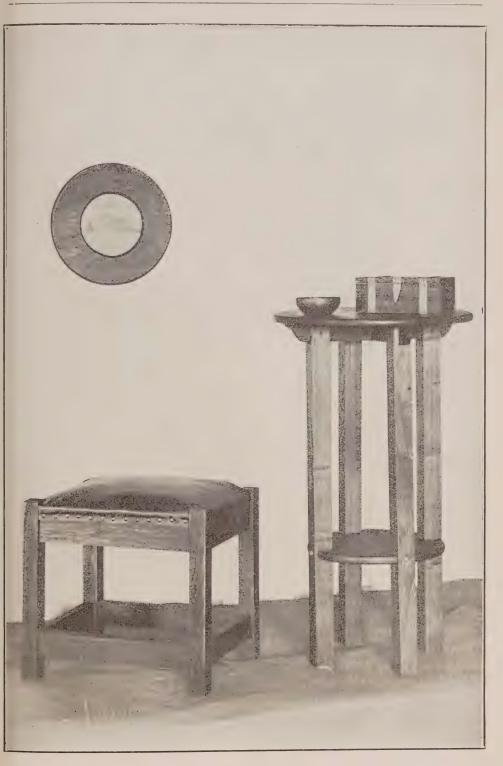
"It will be seen that in the schools visited, both the Academic side and the Shop side are more or less standardized, there being no thought, in the main, of preparing for any definite vocation, as is done in the Trade School. Few, if any, of the Technical High Schools visited make any attempt to prepare pupils for the definite vocations of the towns or cities in which the schools are respectively situated. There is, however, a growing sentiment in favour of extending the courses so as to give a more definite vocational training. The Visiting Committee are of the opinion that not only should the standardized shop and laboratory subjects be added to the courses in the Toronto Technical High School, but such other subjects and courses as the industrial interests of Toronto may require.

"The primary purpose of the Technical School is to educate the whole boy or girl. The special opportunities afforded tend to reveal to boys and girls their powers and aptitudes and to lead them to a wise choice of occupation. Although the work may not be arranged with special reference to particular vocations, the knowledge and skill acquired in the draughting rooms, shops and laboratories act as stepping stones to profitable employment. A primary purpose of this class of schools is to





Medicine Chest. Ottawa Public Schools.



Public Schools. Ottawa.

meet the needs of those boys and girls whose school life ends with the High School; a secondary purpose is to prepare some few for entrance to higher scientific schools. Thus the Technical School, while recognizing the cultural value of literary studies, also recognizes the cultural value of practical and scientific work rightly directed towards utilitarian ends."

In any provisions that we may make for Technical Education we should carefully guard against over-elaboration both in buildings and equipment. The tendency seems to be to spend money on gorgeous architecture which will not at all add to the effectiveness of the work. A plain building of factory construction is the most economical as well as at the same time the most efficient.

In all discussions of the Trade and Technical School question it is to be regretted that the treatment of this matter generally centres round the man, and the woman's side of it is very largely neglected. If we argue for industrial training solely with a view towards achieving industrial prominence as a nation then the emphasis must be placed on the training of men but the subject should be looked at from the point of view of the larger needs of our civilization and then the industrial training of women is of equal if not greater importance than that of men. Both the home and the factory require consideration. The ideal for the girl is citizenship as expressed in an intelligent care for the home and the question also arises whether it cannot be reached by training her for some definite work in agreement with her needs and her tastes and so develop those qualities which our modern citizenship demands. Industrial training for men has many friends and few enemies, but while industrial training for women as far as it is applied to the home is looked upon with favour, any special training to place girls in skilled trades has many enemies and few friends.

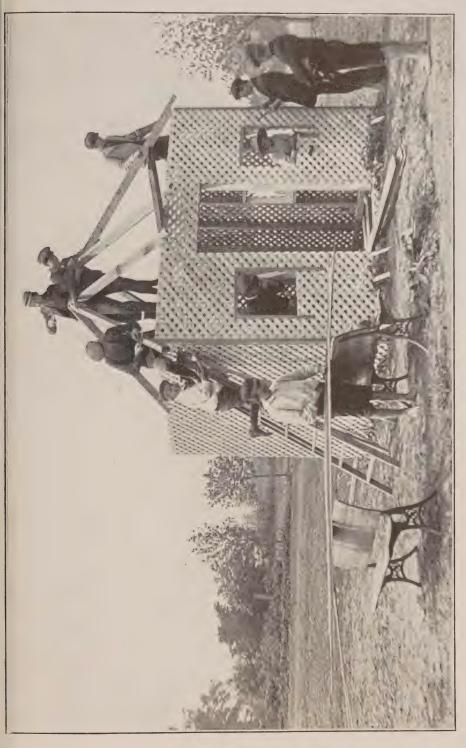
We have statistics to show that in many of the largest cities of the United States from 50 to 79 per cent. of women between the ages of 16 and 20 are employed in occupations outside the home in addition to a large number of girls between fourteen and sixteen who are wandering from one unskilled occupation to another. This lack of training for girls is having its effect upon our skilled industries. "Our stores are flooded with garments poorly made, poorly designed, and showing altogether a lack of understanding regarding materials, colour combinations and fitness." The ability to originate is not found among our workers, so that nearly all the models in the great clothing industries are brought from foreign countries where much stress is laid on training. If women were trained for these industries we should have a higher standard of product, a more skilled supply of labour, less cost of production, fairer wages and more reasonable selling prices.

The question is not shall we keep women out of work shops and factories, but in what condition shall we have them enter? Not how shall we strengthen the home under ideal conditions, but how shall we improve it under existing conditions?

The industrial education movement in the United States and many other countries began with private effort. Different firms and organizations undertook the problem. They pointed out the way and showed the necessity until now it has become a public concern indissolubly bound up with the welfare of the nation.

The Canadian Pacific Railway has recently introduced into its system a method by which it hopes to supply itself with skilled labour. The Toronto Globe has the following:









Second Year Manual Training Work, Galt Collegiate Institute.

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Manual Training Register as used

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in the Ottawa Public Schools.

"In these days of earnest and persistent inquiry as to what has already been accomplished in providing technical education for those young people who need and want such a training it is interesting to learn that the Canadian Pacific Railway Company has had for some time in operation in its shops at Montreal a system of instruction which bids fair to produce in the early future very excellent results. Those who are interested in the subject would do well to procure the company's official account of the system, as contained in a small pamphlet entitled 'Welfare Work,' which furnishes much other information as to how the company 'looks after its peaceful army' of seventy thousand men.

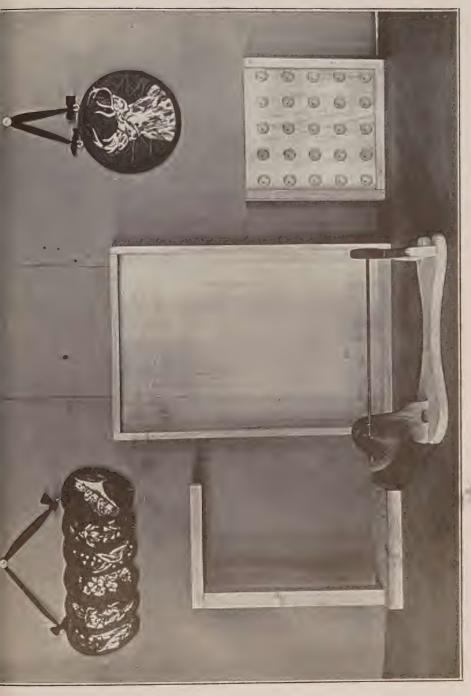
"The essential features of the system are all that can be noted here. The applicant for admission to this technical institute—for that is what it amounts to in reality—has to satisfy the management as to his general intelligence and good health. In the shop, he is put through a systematic and continuous training that enables him to qualify for a mechanic's position. The training is progressive, beginning with a general course which includes reading and writing, elementary arithmetic, geography of the Canadian Pacific system, the lives of eminent Canadians, and freehand drawing. Then follow courses of instruction in shop arithmetic, shop mechanics, shop practice, and mechanical drawing; if necessary, advantage may be taken of the advanced classes in mechanics, electricity, locomotive and car construction, and workshop practice. work of the boys in the workshops is carried on under the direction of skilled shop men who are responsible for their moral as well as their practical training. The pupils are paid their regular wages while in attendance at the instruction classes during working hours. In order to encourage deserving apprentices scholarships have been established by the company, two of which entitle the holders to a four-year course at McGill University.

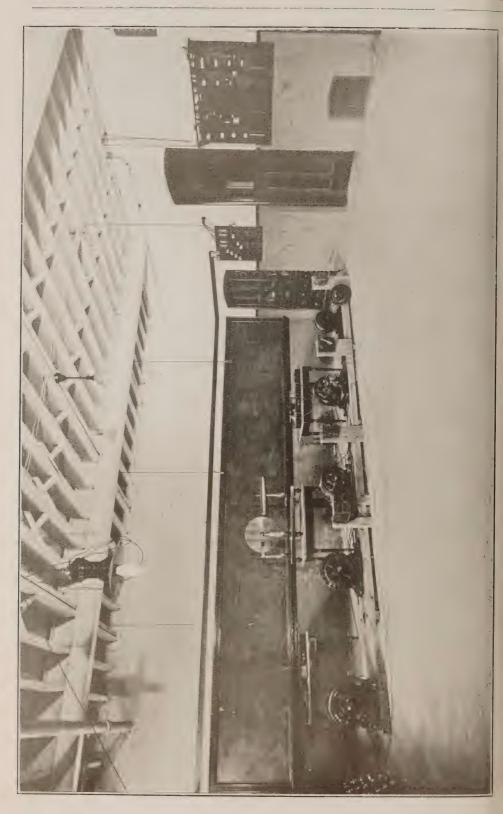
"One of the most interesting features of the system is the evening classes, of which advantage is taken by over two hundred and fifty employees. The syllabus for these classes in the current year includes locomotive shop practice, electrical engineering, mechanical drawing, iron and steel work, and mathematics. The instructors are all experienced officials, holding responsible positions in the company, and the work is under the supervision of a graduate of London and Cambridge Universities, who has had practical engineering experience and has made a specialty of apprentice work for several years, both in the workshop and the school."

The following particulars are taken from an article entitled "The Making of a Skilled Mechanic," in the "American Machinist:"

Complaints have been often heard, from the heads of manufacturing industries, of the difficulty of obtaining skilled labour. Some concerns have tried to meet this condition of affairs by recruiting skilled labour in their own plants, and at the present time a great deal of attention is being paid on this continent to industrial education. Some railroads and industrial firms have embarked upon elaborate schemes for the training of apprentices, and have gone as far as establishing separate and independent schools for training telegraphers, machinists, engineers, brakesmen, etc.

Unfortunately all educational schemes at present in operation on railroads (with one or two exceptions) lack continuity, for they leave off where they practically should commence and the apprentice or employee is turned out after a partial training and left to his own resources. The training offered by most companies to their employees is generally so unprofitably mismanaged by incompetent







and untrained men that it is not surprising to find that managements view with suspicion any scheme put forward for raising the intelligence of their employees. It may be that this unprofitableness in many cases has been due to the fact that the recruiting or training of apprentices has been allotted to some officer of the company who already has all he can attend to. The result is a slipshod system, efficient only on paper. Another difficulty has been that in teaching the apprentice there has been but little attention paid to the difference between practice and theory, resulting in 'half-wisdom,' and, as every one knows, 'a little knowledge is a dangerous thing.'

Again, the most deplorable inefficiency of many officials and their ignorance of the economies of modern labour, probably account largely for the restless conditions existing to-day among employees. No heed is given to the morrow, officials give little or no thought towards making the task easier for those who have to follow them or for those who have to co-operate with them. This arises, in many cases, through incapability, for the official attains a certain standard and it is frequently found that it is impossible for him to assimilate the work of his co-officials. His deficiency prevents his further advancement and he therefore not only unconsciously hinders the work of those under him but also the work of his fellow officials. Thus it is that an official, minus early definite and concise training, becomes competent only at a large expense to the company employing him.

The ideal system of training is that one which allows an employee when he joins a railroad or other industrial corporation (provided he has the mental and physical qualifications) to be put through a systematic and continuous training which will enable him to qualify for minor positions. Then by further instruction he can consistently advance to the highest positions in the organization. The aim of any industrial system should be to create desire in the ambitious employee and enable him to rapidly and efficiently assume positions of trust and responsibility. The training of an employee should be continuous and not discontinued at the end of his apprenticeship as is often the case, the employee after desultory training being left to himself.

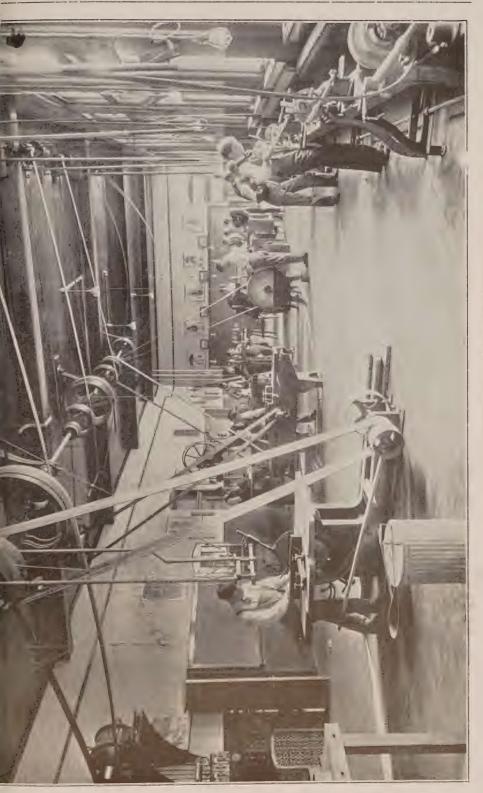
Foremost among our Canadian companies that have taken hold of the apprenticeship system in a rational, far-seeing manner, is the Canadian Pacific Railway. They have now under way a most complete system of apprentice training.

The director of the school or system says: "A great deal of stress is being laid on the educational side, but to my mind the most important factor is the moral training which it is essential our boys should receive, for as we now train our boys so will our men be in the future. Therefore, every care should be taken to train them to become honest, straightforward, well-disciplined and self-respecting men who will be conversant with shop organization and realize that foremen are appointed by employers not for the purpose of standing over them to see that they do their work, but to allot and give out the work required by their employers."

Underlying all the best systems that were ever devised is the first essential that the apprentice should be taught to think in measurable quantities—in other words, think definitely. The principles of the trade in view should be carefully instilled into the boy's mind, after which the details will not be hard to master.

The first apprentice class was organized and held at the Angus shops in Montreal about two years ago and at the beginning of 1909 the scheme was adopted in the Winnipeg shops.

After passing a medical examination boys between fifteen and twenty-one are accepted on probation.







Household Science, Guelph Public Schools.

Apprentices are on approbation during their first year and at the end of the year are expected to pass an examination in: Reading and dictation, elementary arithmetic, freehand drawing of mechanical objects, Canadian history and geography.

In the latter class stress is laid upon the geography of the Canadian Pacific Railway system and biographies of the chief officers and other eminent Canadians. This with the obvious end in view of making each boy thoroughly acquainted with the whole system so that he will have a clear conception of what and whom he is working for. Thus he will become a C. P. R. man in heart as well as in name. Besides this preliminary education they must show some aptitude for the work on which they are employed and their conduct, punctuality and attendance must be satisfactory, otherwise their services as apprentices will be dispensed with.

The Various Classes and Trades.

Irrespective of the trade the apprentice has in view, the first year's classes are the same for every boy.

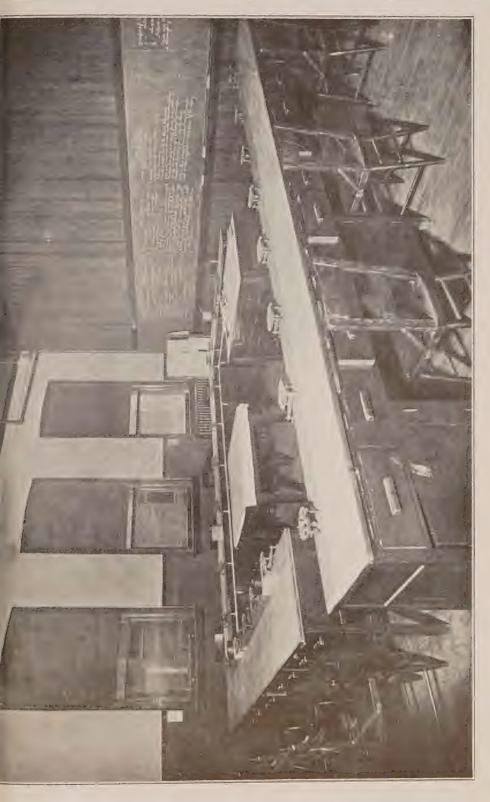
These classes take up the preliminary work as outlined above. After the first year the boys are advanced to what is known as the general instruction class. Here the work is in freehand drawing, geometrical drawing (elemental), elemental projection and development, mechanical drawing and shop mechanics. This latter embraces the principles of friction, levers and simple machines. After this course is completed the boys are allowed to specialize along lines complementary to the shop practice of the particular trades which they are following.

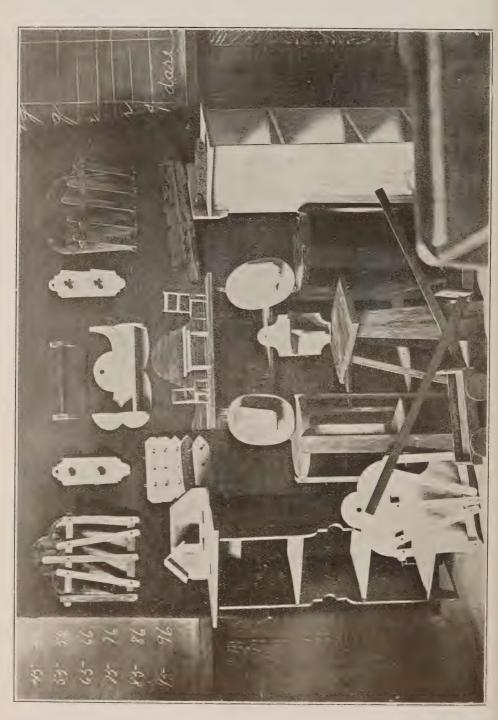
There are thirty trades to choose from of which the following is a list: Locomotive machinist, toolmaker, brass finisher, electric mechanic, boilermaker, silversmith, locomotive blacksmith, carpenter, locomotive draughtsman, locomotive steamfitter, locomotive painter, patternmaker, air brake fitter, locomotive fitter, frog fitter, car machinist, tinsmith, coppersmith, car blacksmith, car plumbers, cabinet maker, upholsterer, moulder, freight car carpenter, car steamfitter, wood machinist, coach carpenter, car painter, car builder, car draughtsman.

In the shop the boys are grouped under the supervision of the different shop instructors. These men are experts in their different lines of work and their duties consist in looking after the boys under their charge, showing them how to set up their work, and they stay with an apprentice until the lad understands his work thoroughly.

Considerable care is taken to see that the boy thoroughly understands the mechanism of the machine on which he is working. Of course, he doesn't take long to learn that a lathe, for instance, derives its power by means of a belt from a countershaft, and turns the work because the work happens to be fastened to the face-plate. But the company goes further and demands that the boys learn just how this power is transmitted, and the internal arrangements of the machine they work on.

Blue print diagrams of the machines are furnished, which show the different methods of applying the laws of leverage and other mechanics. A boy is sometimes asked the shape of some internal part of a machine, and if he cannot give a rough sketch of it, is told to get a wrench, open up the machine and find out for himself, make a sketch and put it away. In this connection note books are encouraged.





Work of Bound II III and III

The class work is devised so that the class room has the closest possible conlection with the shops, so much so that the drawings and lesson sheets are literally covered with the dirt and grease from the shops.

In order to stimulate enthusiasm and interest, the company donates each year 10 scholarships. These consist in complete courses in mechanical, boiler, car or electrical engineering following those of the International Correspondence Schools but taught by the company's own instructors. The two main scholarships are those which are given each year to sons of employees and which give the ortunate winners a full four years' course at McGill University, Montreal. The holders of these are employed in the company's shops during vacation, receiving remuneration for their services.

An instructor has been appointed to teach English to the French-speaking apprentices. Each French boy who is unable to speak English receives during working hours, two hours of instruction per week in reading, writing and conversational English.

One economy that has so far resulted from this system is that there is less spoiled work and the boys can use their knowledge of drawing to a great advantage. This is shown in their greatly increased ability to read the shop blueprints. Many dollars are saved for the company through this ability, both in speed and elimination of spoiled work on account of misinterpretation of a blueprint.

The effect upon the apprentice is an enthusiastic endeavour to do better, which, of course, increases his skill and incidentally his output, increasing his

value to the company.

It might be assumed that the rank and file of the men would be inclined to resent this innovation which so increases the efficiency of the apprentice. The opposite is the case, however, and they look with favour on the plan which will enable their sons to become skilled mechanics.

Here it may be mentioned that the company puts a great deal of emphasis upon the fact that they are endeavouring to turn out skilled mechanics, rather than superintendents, draughtsmen, etc. The fallacy of many another elaborate system is the fact that it instills into the boys' minds the idea that they are on the way to the "super's" desk or that they will soon take charge of the road. The C.P.R's instructors combat that idea hard, wherever it shows the slightest tendency to appear.

When the boys have served their time the company still makes it interesting to them to continue their educational work, and evening classes are held from October to April. These classes are for those who have served their time and any other employees who want to attend. These classes are under the management of Mr Martin Gower and usually consist of blackboard lectures and individual in-

struction on one or other of the following subjects:

(1) Geometry and workshop drawing for locomotive machinists. (2) Arithmetic and mensuration for all grades. (3) Forge shop work for blacksmiths. (4) Carpentry and joinery drawing for carmen. (5) Lectures on locomotive boilers, engines and air brakes. (6) Electrical course for electricians. (7) Shop mechanics for all grades.

Those attending these classes are encouraged to ask questions and promote discussion on the subject of the evening, and that they are popular is shown by the attendance last winter when there were 260 enrolled. Examinations are held

at the end of the session and prizes awarded.

The upkeep of these classes is divided between the company and the Education Department of the Province of Quebec. The latter allots an appropriation

every year, covering the salaries of the instructors.

As the classes take place immediately after work, the company supplies a good substantial meal to those men who take the classes. This meal is free and there is no charge made for the building, light or heat. The company also furnishes absolutely everything connected with the classes, such as pencils, drawing instruments, paper and other materials. This is in contrast to other systems in vogue with other railways, but the C.P.R. thinks that the man who has a large family perhaps, or other cares that give him no excess money for outside things should have the same chance for advancement as the more fortunate man who has less calls on his pay envelope. This education then does not cost the men one single cent.

It is to be sincerely hoped that something will be done in the near future to make a definite start along industrial lines as the demand and the necessity for

this kind of training are widespread and urgent.

I am,

Yours obediently,

ALBERT H. LEAKE.

Inspector of Technical Education.

January, 1910.

PPENDIX S.—ANNUAL REPORT OF THE HISTORIOGRAPHER OF THE DEPARTMENT OF EDUCATION FOR THE YEAR 1909.

'o the Honourable R. A. Pyne, M.D., LL.D., M.P.P., Minister of Education:

Sir,—In reporting the year's work which I have been enabled to accomplish, would mention the completion of the Twenty-eighth Volume of the Documentary History of Education in Upper Canada.

This volume concludes the series devoted to that subject, from the passing of the Constitutional Act of 1791, to the close of the Reverend Doctor Ryerson's

dministration in 1876 as indicated in the title page.

It has been a great pleasure to me to record in these volumes the rise and progress of the Educational System of Upper Canada. It has brought back to me very vividly the satisfaction of working for thirty-two years under so able and so inspiring a chief as Doctor Ryerson, who became my warm personal friend.

It has been very difficult, at times, owing to the mass of material in my possession, to put the facts in a clear and concise shape, and again, it has been occasionally almost impossible for me to find some of the missing links of the chain.

My thanks are due to the Registrars of the several Universities, and others, who have placed the Minute Books and other documents at my service for a record of the proceedings of these Universities, which could not otherwise have been obtained.

I have been able also to record in these Volumes the detailed proceedings, rom year to year, of the various Churches on University matters.

It is interesting to know that this Province and the Empire of Germany are the only two countries which have published a connected narrative of the History and Progress of Education. The United States Government practically does so in another form, by giving, in the Annual Report of the Commissioner of Education at Washington, an interesting summary of the year's transactions in each State, and foreign countries, yet in these records there is nothing of a connected historical character.

From many quarters word has come of the value and uniqueness of the educational records in these Volumes, and my hope is that, for many years to come, their value will be enhanced. The following quotation from the last Report of the Commissioner of Education for the United States points to this. He says, "The Twenty-Seventh Volume of the Documentary History of Education in Upper Canada, by Doctor J. George Hodgins, F.R.G.S., Historiographer of the Education Department of Ontario since 1890, was completed in 1908. The History has involved immense research and discriminating judgment, and is indispensable to all students interested in the social and educational history of Canada. Doctor Hodgins, who has reached the advanced age of eighty-eight years, is still actively engaged in his monumental work."

In addition to the completion of this series of the Documentary History, I have made considerable progress in the compilation of a special historical volume on the first establishment of Schools and Colleges in this Province. This has been a most difficult and arduous work, so far as the schools are concerned, and has involved an immense amount of correspondence with the various School Boards, owing to want of local interest on the subject, and often to the non-existence of the "oldest inhabitant," and other causes.

With regard to the projected volume on the "Statues and Monuments of the Dominion," I have already had engraved the series enumerated in the accompanying list, to the number of about ninety, including those of Her late Most Gracious Majesty Queen Victoria (erected in several cities of the Dominion), and statesmen, and other distinguished men connected with our history. These are beautifully engraved, and with the descriptive letter-press—furnished, in many cases, by noted literary and public men, will form a most interesting and attractive publication.

Another volume which I have projected is the separate publication of the more important and specially valuable documents contained in the Documentary History, such as the original Schools Acts, passed under the old regime, of 1809 and 1816; also the first Schools Act of Solicitor-General Day, passed in 1841, after the union of the Provinces of Upper Canada and Lower Canada, and the special report of Lord Elgin on our School System, etcetera.

Very sincerely yours,

J. George Hodgins,

Historiographer.

Toronto, 10th January, 1910.

STATUES AND MONUMENTS OF HER LATE MAJESTY THE QUEEN AND OF NOTED PUBLIC MEN AND OTHERS IN THE DOMINION OF CANADA.

NOTE.—After a great deal of difficulty and correspondence, I have obtained photographs of the Queen and of the distinguished and other notable personages, whose statues, or monuments, have been erected, and whose names are enumerated in the accompanying list,—all of which have been engraved and are ready for insertion in a special Volume with the necessary accompanying sketches, most of which have yet to be procured.

J. G. H.

- 1. Her Majesty the Queen, Toronto.
- 2. Her Majesty the Queen, Ottawa.
- 3. Her Majesty the Queen, Hamilton.
- 4. Her Majesty the Queen, Montreal.
- 5. Her Majesty the Queen, Montreal Hospital, designed by the Princess Louise.
 - 6. Soldiers' Monument Column, with statue of the Queen, Toronto.

The French Period, or Regime.

- 7. Monument to Samuel Champlain.
- 8. Obelisk of the place where Champlain landed.
- 9. Monument to Paul C. de Maisonneuve.
- 10. Wolfe's Monument.
- 11. Mural Tablet of General Wolfe in Westminster Abbey.
- 12. Wolfe's and Montcalm's Monument, Quebec.
- 13. Statue of Jacques Cartier, Quebec.
- 14. Statue of Jacques Cartier, St. Malo.
- 15. Statue of Frontenac.
- 16. Statue of Father James Marquette, S.J.
- 17. Monument to Colonel de Salaberry.
- 18. De Monts' Monument, (Annapolis.)
- 19. Monument to Bishop Laval.
- 20. Monument des Braves.

- 21. Monument to the First Missionary in Lower Canada.
- 22. Statue to King Hendrick and Sir William Johnson.

23. Monument to Bishop Bourget, Montreal.

- 24. Statue of M. Joliette, Founder of Joliette, Province of Quebec.
- 25. Monument to Father Claud Allouez, (Wisconsin.)

26. Statue of Father Jougas.

- 27. Statue of Bishop Tabaret, Ottawa.
- 28. Statue of Monseigneur Deziel.

The War of 1812-1815 and Later Events and Persons.

29. Monument of Sir Isaac Brock, Queenston Heights.

- 30. Mural Tablet; Death of General Brock, in Westminster Abbey.
- 31. Sketch Monument on the Place where General Brock fell.
- 32. Monument on the Battlefield of Lundy's Lane.
- 33. Monument on the Battlefield of Chrysler's Farm.
- 34. Monument on Beaver Dams Battlefield.
- 35. Bust of Laura Secord in Cemetery.
- 36. Monument to Chief Joseph Brant, Brantford.
- 37. Memorial Column to Soldiers Who Fell at Fort Erie.
- 38. Memorial Column to he United Empire Loyalists, Adolphustown.
 39. Monument to the United Empire Loyalist Women of New Brunswick.
- 40. Monument Statue to the Lily of the Mohawks (Indian Maiden.)
- 41. Monument to Barbara Heck, Toronto.

The Governors and Lieutenant-Governors of the Dominion, Etc.

- 42. Statue of Governor Simcoe, Toronto.
- 43. Statue of Sir John Colborne, Lord Seaton, England.
- 44. Monument to Lord Dufferin.
- 45. Statue of Sir Oliver Mowat.

The Public Men of the Dominion.

- 46. Bust of Sir John Macdonald, (Westminster Abbey.)
- 47. Statue of Sir John Macdonald, Ottawa.
- 48. Statue of Sir John Macdonald, Toronto.
- 49. Statue of Sir John Macdonald, Kingston.
- 50. Statue of Sir John Macdonald, Montreal.
- 51. Statue of Sir John Macdonald, Hamilton.
- 52. Statue of Sir George Cartier, Ottawa.
- 53. Statue of the Honourable Alexander Mackenzie, Ottawa.
- 54. Statue of the Honourable George Brown, Toronto.
- 55. Statue of the Reverend Egerton Ryerson, Toronto.
- 56. Statue of the Honourable Joseph Howe, Halifax.
- 57. Statue of the Honourable John Young, Montreal.
- 58. Monument to Simon Fraser.

Military Monuments and Memorials.

- 59. The Crimean Monument, Halifax.
- 60. The Volunteer Monument, Toronto.
- 61. The Volunteer Monument, Winnipeg.

- 62. The Strathcona Memorial, Montreal.
- 63. The South African Soldiers' Monument, Toronto.
- 64. The South African Soldiers' Monument, Hamilton.
- 65. The South African Soldiers' Monument, Brantford.
- 66. The South African Soldiers' Monument, Ottawa.
- 67. The South African Monument to Osgood and Rogers, Ottawa.
- 68. The South African Soldiers' Monument, Quebec.
- 69. The South African Soldiers' Monument, Halifax. 70. The South African Soldiers' Monument, Montreal.
- 71. The South African Soldiers' Monument, Charlottetown.
- 72. The South African Soldiers' Monument, St. John, N.B.
- 73. The South African Soldiers' Monument, Sarnia.
- 74. Monument to Alexander Watson, South Africa, St. Catharines.
- 75. Statue to Colonel Williams, Port Hope.
- 76. Monument to Young Latimer, Granby.
- ??. Monument to William Price at Chicoutimi.
- 78. Monument to Volunteers, Fenian Raid, Toronto.
- 79. Monument to Volunteers, Fenian Raid, Eccles Hill.
- 80. In Memoriam Tablet to Young Harper, of Ottawa.

Monuments to Various Persons and Events.

- 81. Monument to the Reverend Alexander Forester, D.D.. Chief Superintendent of Education, Nova Scotia.
 - 82. Monument to Cremazie, French-Canadian Poet.
 - 83. Monument to Chenier, French-Canadian "Patriot," 1837.
 - 84. Monument to Short and Wallack, Quebec.
 - 85. Monument to J. G. Howard and Wife, Toronto.
 - 86. Cenotaph to Francis Bain, Naturalist, Prince Edward Island.
 - 87. Monument to Frederick Young, St. John, New Brunswick.
 - 88. Monument to Harper, Ottawa.
 - 89. Monument to the Pioneers, Artemesia, County of Grey.
 - 90. Monument to the Victims of the Ship Fever, Grosse Isle.

APPENDIX T.-LIST OF INSPECTORATES AND INSPECTORS.

Inspectorates.	Public School Inspectors.	Post Office.
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Algoma District (in part); Towns of Blind River, Bruce Mines, Sault Ste. Marie Steelton, Thessalon		
Steelton, Thessalon Brant County; Town of Paris. Bruce, East; Towns of Chesley, Walkerton,	T. W. Standing, B.A	Brantford.
Wiarton; Villages of Hepworth, Tara Bruce, West; Towns of Kincardine, Southampton; Villages of Lucknow, Paisley,		
Port Eigin, Teeswater, Tiverton Larleton, East; Village of Eastview Larleton, West and Lanark, East; Towns of Almonte, Carleton Place (Joint Inspector-	W. I. Chisholm. M.A. Thos. Jamieson, B.A	Ottawa.
ate) Dufferin: Town of Orangeville: Villages of	Willis C. Froats, M.A	
Grand Valley, Shelburne Jundas; Villages of Chesterville, Iroquois,		
Morrisburg, Winchester; Clgin, East; Town of Aylmer; Villages of	Anthun Rugger	Morrisburg.
Springfield, Vienna, West Lorne Elgin, West; City of St. Thomas; Villages of Dutton, Rodney, Port Stanley (Joint In-	Welburn Atkin	St. Thomas.
spectorate)	John A. Taylor, B.A	St. Thomas.
torate)	D. Chenay	Windsor.
Ssex, South (No. 2); Towns of Amherst- burg, Essex, Kingsville, Leamington rontenac, South; Villages of Garden Is-	D. A. Maxwell, B.A., LL.B., Ph.D.	Windsor.
land Portsmouth	Wm. Spankie, M.D	
rontenac, North; and Addington (Joint Inspectorate) Hengarry; Town of Alexandria; Villages	M. R. Reid, M.A.	Sydenham.
of Lancaster, Maxville ,	Donald McDiarmid, M.D Samuel Huff, B.A	Maxwell. Meaford.
of Chatsworth rey, South; Towns of Durham, Hanover, Meaford; Villages of Dundalk, Markdale,	H. H. Burgess, B.A	Owen Sound.
Neustadt	N. W. Campbell, B.A	Durham.
Caledonia, Cayuga, Hagersville Ialiburton, Parry Sound East, and Muskoka East (Joint Inspectorate); Towns of		Caledonia.
Kearney, Huntsville lalton; Towns of Milton, Oakville; Villages	Sylvanus Phillips, B.A	Minden,
of Acton, Burlington, Georgetown	J. S. Deacon	Milton.
mora, Stirling, Tweed	Wm. Mackintosh	Madoc.
astings, North; Nipissing, South, and Parry Sound, North-East, Districts; Town	H. J. Clarke, B.A	Belleville.
of Powassan; Village of Bancroft (Joint Inspectorate) uron, East; Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels.	E. E. Ingall, B.A	Frenton.
Wroxeter	David Robb, B.A	Brussels.

LIST OF INSPECTORATES AND INSPECTORS,—Continued.

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Public School Inspectors. Post Office.

Huron, West; Town of Goderich; Villages of Bayfield, Exeter, Hensall Kent, East; Towns of Blenheim, Bothwell, Dresden, Ridgetown; Village of Thames-	J. Elgin Tom	
ville Kent, West, and City of Chatham; Town of Wallaceburg; Village of Tilbury (Joint		
Lambton, East (No. 2); Town of Petrolea;	J. H. Smith, M.A	
Watford Lambton, West (No. 1); Towns of Forest, Sarnia; Villages of Courtright, Point		
Edward, Thedford, Wyoming Lanark, West; Towns of Perth, Smith's Falls; Village of Lanark (Joint Inspec-		
torate. Lanark, East (see Carleton West). Leeds and Grenville (No. 1); Town of		
Gananoque; Villages of Newboro, Westport. Leeds and Grenville (No. 2); Town of Brockville; Village of Athens (Joint In-		Athens.
spectorateLeeds and Grenville (No. 3); Town of Prescott: Villages of Cardinal, Kempt-	Robert Kinney, M.D	
ville, Merrickville (Joint Inspectorate) Lennox; Town of Napanee; Villages of Bath, Newburgh. Lincoln, and Pelham Tp.; Towns of Nia-	T. A. Craig	Kemptville.
gara, Thorold; Villages of Beamsville, Grimsby Merritton Port Dalhousie (Joint		
Inspectorate) Manitoulin Island, Algoma (in part), District; Towns of Copper Cliff, Gore Bay, Little	W. W. Ireland, B.A	
Current, Massey, Webbwood	John McLaughlin	London.
coe. Newbury, Wardsville Muskoka, West, District; Towns of Brace- bridge Gravenburst; Village of Port Car-	H. D. Johnson.	Strathroy.
Muskoka, East (see Haliburton). Nipissing, North, District; Towns of Mat-	n. R. Scoveri, D.A	bracebridge.
Latchford, New Liskeard, North Bay Nipissing, East (see Thunder Bay). Nipissing, South (see Hastings North). Norfolk; Town of Simcoe; Villages of	J. B. McDougall, B.A	North Bay.
Delhi, Port Dover, Port Rowan, Water- ford	H. Frank Cook. B.A	Simcoe.
of Cobourg; Village of Millbrook Northumberland and Durham, East; Town of Campbellford; Villages of Brighton	Albert Odell	
Colborne, Hastings Northumberland and Durham, West: Towns of Bowmanville, Port Hope: Village of	Robert Boyes	
Newcastle	W. E. Tilley, M.A., Ph.D	Bowmanville

LIST OF INSPECTORATES AND INSPECTORS.—Continued.

Inspectorates.	Public School Inspectors.	Post Office.
Ontario. North; Town of Uxbridge; Villages of Beaverton, Cannington, Port Perry. Ontario, South; Towns of Oshawa, Whitby. Oxford, North, and City of Woodstock; Villages of Embro, Tavistock (Joint Inspectorate) Oxford, South; Towns of Ingersoll, Tillsonburg; Village of Norwich. Parry Sound, South, District; Town of Parry Sound; Villages of Burk's Falls, Sundridge, South River. Parry Sound, North-East (see Hastings)	R. H. Walks, B.A John Waugh, B.A., D.Paed J. M. Cole R. A. Paterson, B.A	Woodstock.
North. Parry Sound, North-West (see Thunder Bay). Parry Sound, South-East (see Haliburton). Peel; Town of Brampton; Villages of Bolton, Streetsville. Perth, North; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton. Perth, South, and City of Stratford (Joint Inspectorate). Peterborough, East; Villages of Havelock, Lakefield, Norwood Peterborough, West, and Victoria, East; Town of Lindsay; Villages of Bobcaygeon, Omemee (Joint Inspectorate). Prescott and Russell; Towns of Hawkes-	W. J. Galbraith, B.A William Irwin, B.A J. H. Smith, B.A Richard Lees, M.A G. E. Broderick	Stratford. Stratford. Peterborough
bury, Rockland, Vankleek Hill; Villages of Casselman, L'Orignal Prince Edward; Town of Picton; Villages of Bloomfield, Wellington Rainy River District; City of Port Arthur; Towns of Fort Frances, Keewatin, Kenora, Rainy River (Joint Inspectorate).	W. J. Summerby	Picton.
Renfrew, North; Town of Pembroke; Village of Cobden. Renfrew, South; Towns of Arnprior, Renfrew; Village of Eganville Simcoe. North; Towns of Barrie, Collingwood; Village of Creemore Simcoe, South-West; Towns of Alliston,	E. T. White, B.A G. G. McNab, M.A G. K. Mills, B.A	Renfrew.
Stayner; Villages of Beeton, Bradford, Tottenham. Simcoe, East; Towns of Midland, Orillia, Penetanguishene; Village of Coldwater Stormont; Town of Cornwall; Village of Finch Thunder Bay; East Nipissing and North-West Parry Sound, Districts; City of	Rev. Thos. McKee, B.A Isaac Day, B.A James Froats, B.A	Orillia.
Victoria, East (see Peterborough West). Waterloo (No. 1); Towns of Berlin, Hespeler, Preston, Waterloo; Village of Elmira.	D. M. Christie, B.A W. H. Stevens, B.A Thomas Pearce.	Lindsay.
Waterloo (No. 2); Town of Galt; Villages of Ayr, New Hamburg		

LIST OF INSPECTORATES AND INSPECTORS.—Concluded.

LIST OF INSPECTORATES	S AND INSPECTORS.—	Concluded.				
Inspectorates.	Public School Inspect	ors. Post Office.				
Kingston, do London, do Ottawa, do Peterborough, do St. Catharines. do do do do do do do do do	Robt. Galbraith, B.A J. J. Craig, B.A. J. H. Smith C. W. Mulloy, B.A E. E. C. Kilmer, B.A Wm. Tytler, B.A. J. Russell Stuart. C. B. Edwards, B.A John C. Glashan, LL.D A. Mowat, B.A D. C. Hetherington James L. Hughes, Chief In W. F. Chapman, B.A W. H. Elliott, B.A. E. W. Bruce, M.A	Mount Forest. Fergus. Hamilton. Aurora. Weston. Brantford. Guelph. Hamilton. Kingston. London. Ottawa. Peterborough. St. Catharines. nsp'r . Toronto. Toronto. Toronto. Toronto.				
	SCHOOL INSPECTORS.					
Inspector. Post	Office.	Jurisdiction.				
J. F. Power, M.A	Andrew St Biling	ate Schools.				
CHIEF INSPECTOR OF PUBLIC AND SEPARATE SCHOOLS, AND INSPECTOR OF NORMAL SCHOOLS: F. W. Merchant, M.A., D.Paed Toronto. 592 Jarvis Street. HIGH SCHOOL INSPECTORS: J. E. Wetherell, M.A Toronto, 98 Albany Avenue. H. B. Spotton, M.A Toronto, 426 Markham Street. J. A. Houston, M.A Toronto, 105 Roxborough St. CONTINUATION SCHOOL INSPECTOR:						
R. H. Cowley. B.A.,						

Albert H. Leake Eglinton, Glen Grove Ave.

APPENDIX U.—LIST OF CERTIFICATES ISSUED BY THE DEPART-MENT OF EDUCATION, 1909.

I. Public School Inspectors.

Campbell, Archibald Louis, M.A. Ferguson, Thos. Roderick, M.A. Hagan, James William, M.A.

Halnan, Lemen Robert, B.A. MacKay, John Malcolm, B.A.

II. HIGH SCHOOL PRINCIPALS AND SPECIALISTS.

Amoss, Harold E., B.A., B. Pæd.
Calhoun, Alexander, M.A. (Classics.)
Calvert, Joseph Fletcher, M. A.
(Science.)

Cameron, Archibald Rose, B.A. (Classics.)

Campbell, Archibald Louis, M.A. (Mathematics.)

Campbell, John Duncan, B.A.

Cowles, John Potts, B.A.

Eby, Florence Mary, B.A. Elliott, Thomas W., B.A.

Ferguson, Thos. Roderick, M.A. (Mathematics.)

Ferguson, John, B.A.

Firth, Joseph Wilson, B.A. (Science.) Flock, Frank Arthur, B.A. (Science.)

Grant, Christina Cameron, B.A. (Moderns and History.)

Hagan, Jas. William, M.A.

Hamilton, William Brown, B.A. (Mathematics.)

Keast, Walter, B.A.

Kerr, Charles Staple, B.A. (Classics, English and History.)

Kidd, Truman William, B.A.

Libbie, Minnie F., B.A. (English and History, French and German.)

Lucan, Gavin Allan, B.A. (Commercial.)

Langford, Thomas Eli, M.A.

MacDougall, Isabella Josephine, B.A. (English and History, French and German.)

MacKay, John Malcolm, B.A.

Osgoode, Joseph Arthur, B.A. (Classics.)

Speirs, Thomas Elijah, B.A. (Mathematics).

Walsh, John C., B.A.

Weese, Williametta, B.A.

Wethey, Edmund Jas., B.A.

III. HIGH SCHOOL ASSISTANTS AND SPECIALISTS.

Anderson, Wm. Geo., B.A. (English and History.)

Ashall, Frances Mabel, B.A. (Mathematics.)

Austin, Grace Climie.

Banes, Percy Stevens.

Baker, Wm. Thos.

Ball, Emerson Ewart, B.A. (Moderns and History.)

Bauer, Bertha Theresa.

Bell, Jas Stuart.

Beckstedt, Ethelwyn.

Bernath, Alfred Chas. Berney, Laura J., B.A. Bielby, Geo. Henry, B.A.

Brennan, Jennie L.

Casselman, Colborne L.

Case, H. James.

Coad, Edith L., B.A. Connor, Grace L., M.A.

Clifford, Margaret, M.A. (English and History.)

Cowan, Margaret Taylor, B.A. (Classics.)

Cornell, May B., B.A. (Moderns and History.)

Craig, Arthur Campbell, B.A. (Moderns and History.)

Day, John Wilfrid.

DeCou, Nellie, B.A. (French and German.)

Dickenson, Edgar Urwin, B.A.

Edward, Franklin Ward. (Commercial.)

Ellis, Mima Alexandra.

Froats, Charles Willis. (Classics.)

Goodland, Alma.

Gray, George Leishman, B.A. (English and History.)

Hamilton, Margaret Alison, B.A (Moderns and History.)

Hammond, John Edgar. (Commercial.)

Harkness, Mary Dell, M.A.

Hicks, Retta M.

Hind, Edith J.

Hood, Findlay, (Art.)

Howson, Bruce F.

Jennings, William Arthur, B. A. (Science.)

Jickling, Carrie Kathleen, B.A. (Classics.)

Johnston, Leah Bidena, M.A. (Mathematics.)

Johnston, Geo. Stephen, B. A. (Science.)

Ketcheson, Blanche, B.A. (Moderns and History.)

Laird, Marie Ettie.

Logan, Jessie, B.A. (Moderns and History.)

Mann, Harry Clarke, B.A.

McCamus, Bessie.

McKenzie, Eva Florence.

McKeracher, Donalda Mabel, B.A. McGregor, Annie Kennedy, B.A.

Macintyre, Lizzie E.

Marshall, Chas. Fred., B.A. (Science.)

MacVannel, Janet, M.A., (Moderns and History.)

Mallory, Bertha. (Commercial.)

Mitchell, H. Blanche.

Moir, Isabella. (Commercial.)

Odell, Lena, B.A.

O'Donnell, Thomas J.

O'Donohue, John Albert.

Patterson, Harriet A., B.A.

Salter, Wesley Jno., B.A. (Classics.)

Schell, Arthur W.

Scott, Wm. W. Smith, Gladys Hubner.

Speers, John Albert, B. A. (Science.)

Steer, Geo. Hobson.

Strang, Grace Masson, B.A. (Moderns and History.)

Tanton, Francis.

Tate, Mabel Ethel, B.A. (Classics.)

Tompkins, Louise Harris, B.A. (Moderns and History.)

Tuer, Margaret.

Tuke, Wm. H.

Wait, Smith Austin.

Walker, Everett O. Watson, Annie.

White, Robt. Oliver. (Mathematics.)

Whitney, Laura A.

Williams, Edna J., B.A.

Wilkinson, Amy Florence.

Wing, Henry.

Woodley, Arthur Milton.

Wright, D. T.

IV. PERMANENT FIRST CLASS CERTIFICATES.

Abel, Margaret Harrison.

Agla, Mildred Alice.

Anderson, Edith E.

Anderson, Maud H.

Armstrong, Eunice.

Armstrong, Mary. Augustine, Annie.

Balfour, Agnes W. F.

Baker, Pearl Zenobia.

Barclay, Harriet.

Bechtel, Effie M.

Beckstedt, Ethelwyn.

Bigelow, Sadie Samelia.

Bartley, Hattie Marie.

Bissonnette, Florence.

Bottoms, Emma Margaret.

Bowen, Anna.

Buchanan, Winnie Irene.

Broatch, Sarah Alberta.

Broatch, Margaret Anna. Bunton, George Wallace. Card, Ida Bell.

Campbell, Mabel N. J.

Carlisle, Ruth Edna.

Carruthers, Delila Myrtle.

Chassels, Frances May.

Clark, Annie Gertrude.

Cline, Mabel Miriam.

Coulson, Elizabeth.

Coyne, Benedict P.

Dahl, Nina M.

Downes, Wm. Patrick.

Dufton, Hope.

Dunlop, Eva Grace.

Edwards, Margaret A.

Estabrook, Alice Lossing.

File, Agnes Lillian.

Finlayson, Ethel Stuart.

Fleck, Lyla A.

Fletcher, Douglas Reginald.

Forrester, John Wilfred.

Foster, William.

Frisby, Walter Gardner.

Gardiner, Isabella Mary.

Gardner, Ella M.

Gesner, Mabel Loie.

Glassco, Marjorie Beatrice.

Gray, Nettie Pearl.

Griffiths, Gertrude Maria.

Haines, Annie.

Hanna, Ella Alberta.

Hicks, Retta M.

Howie, Mabel Fortune.

Hulse, Clara.

Hueston, Leila Annie.

Hulton, Willmot Sibylla.

Humphries, Bessie Rowena.

Johnson, Essie.

Joyce, Chas. Edward.

Joynt, James H.

Kelly, Helen Murray.

Kelso, Jessie.

Keough, Maggie.

Kirk, Wm. Frederick.

Lawr, Melvin.

Leader, Grace Elizabeth.

Lester, Ethel B.

Ludlow, Margaret Edith.

McCamus, Bessie.

McColl, Frederick Wm.

McCosh, John Thornton.

MacDonald, Duncan Alexander.

McPhee, Christina Boyd.

McLeod, Elizabeth Maud.

McIntyre, Sada.

Matheson, Murdock.

Mark, Clarence Ellsworth.

Messer, Cora May.

Metcalfe, Rose.

Miles, Annie Swan.

Morris, Winifred.

Morton, Janet Morrison.

Mossop, Violet E.

Oliver, Marion Elliot.

Owens, Charles Ross.

O'Reilly, Mary.

Priestman, Edith.

Paul, Clarence Allen.

Rae, Lillian Alma.

Rankin, Nellie Clark.

Ransom, Eva Maud.

Raynor, Grace.

Rutherford, Wilhelmina Durnin.

Saunders, Lucy.

Schutz, Doris.

Shepley, Beulah.

Shurtleff, Morley.

Smith, Henry Lloyd. Steinmitz, Ethel Geraldine.

Standeaven, Ida K.

Stephens, Ella Gertrude.

Stortz, Eva.

Stuart, Nellie.

Stewart, Geo. B.

Summers, Lena.

Tatham, Mary Beatrice.

Teeter, E. Louise.

Tolchard, Jno. Thomas.

Tomlinson, Nelson Freeman.

Fowle, Lucie Anna.

Walker, Everett O.

Walkom, Daniel Thomas.

Waters, Fanny Louise.

Welsh, Agnes.

Whitney, Laura.

Wightman, Grace Eppie.

Woolcott, Edith C. L.

V. PERMANENT SECOND CLASS CERTIFICATES.

Aiken, Olive. Altridge, Laura B. Abbott, Lina E. Armstrong, Margaret. Armour, Ellinor Grace. Anderson, Pearl Ruth. Arnold, Laura Ella. Algie, May. Armstrong, Inez Louise. Ayotte, Anna M. M. Armstrong, Lilian M. Bale, Ethel Beatrice. Ball, Alma M. Bennett, Frances A. Best, Margaret. Boal, Annie. Boyle, Sarah E. Brown, Anna Catherine. Baker, Ella E. Barrett, Martha E. Bell, Lillie H. Beckstedt, Pearl E. Brown, Anna E. Buckels, Annie. Black, Bridget. Batterman, Emma. Brown, Florence. Ballantyne, Eva. Bolton, Ethel Maud. Boundy, Fanny Ethel. Bransby, Olive May. Bransby, Winifred Ethel. Bruce, Amy Irene. Burke, Nora. Burton, Annie Josephine. Bell, Annie M. Breen, Annie G. Byrne, Henrietta. Byrne, Rose. Bassford, Annie. Beaudet, Azilda. Barlow, Helen Frances. Baker, Annie Katharine. Ball, Grace E. Book, Mabel Sarah. Biggar, Jane Mary. Bright, Annie Elizabeth. Breakell, Mary Hazlewood. Boegeman, Ann.

Burgess, Margaret I. Browne, Marie Allan. Campbell, Annie L. Campbell, Grace. Copp, Edna. Corbett, Bessie. Carpenter, Mabel E. Casey, Charlotte M. Casselman, Geo. K. Comrie, Christina. Curtin, Agnes A. Cade, Annie Stutzman. Close, Ina Jean. Cluff, Mary Elizabeth. Collins, Elgin F. Cain, Pearl Bertha. Canavan, Maisie. Chapman, Ada Maude. Cameron, Mary Frances. Clark, Irene May. Cody, May Sutherland. Coulter, Edna Gertrude. Cowling, Edna. Campbell, Mary C. Cameron, Mary. Collisson, Mary. Coleman, Martha. Cote, Rose M. Coveny, Sarah J. Cunningham, Teresa. Cline, Adelia Martha. Cline, Emma. Cadwell, Lily Charlotte. Coughin, Loretta Irene. Cairns, Annie E. Cruise, Maude. Daniels, Elma E. Dawson, Winnifred F. Dovle, Elizabeth E. Domville, Maud. Durr, Ernest Albert. Duff, Sarah. Dunning, Alice. Dunning, Irene. Dewart, Ella Margaret. Doupe, Margaret Ella. David, Hattie. Davison, Jessie Mabel. Devine, Margaret.

Dunn, Annie.

Durocher, M. Louise.

De Ste. Herminie, Anna.

Dark, Mary.

Diedrich, Mary.

Driscoll, Annie.

Eaid, Chas. Roy.

Eakins, Jessie.

Elliott, Gertrude K.

Ellison, Wilfred Ross.

Eaman, Mary E.

Evans, Clara Aileen.

Edwards, Mabel Alice. Ewing, Annie Cameron.

Eakins, Maggie.

Emmerson, Ethel Hannah.

Edmonds, M. Beatrice.

Evoy, Margaret A.

Fahey, Gretta E.

Farrier, Florence.

Field, Lena M.

Fitzgerald, Mary.

Ford, Evelyn.

Foraker, Bessie K.

Fetterley, Edith C. Free, Verna Lonella.

Fox, Hypatia Pauline.

Fowler, Foster Thos.

Fuller, Laura Louise.

Francis, Laura Gladys.

Foley, Bridget.

Fortune, Agnes E.

Feir, Euphemia Irene.

Ferguson, Jeanette.

Foster, Osberga Pearl.

Forbes, Cora. Gilmour, Grace.

Gaffney, Edith Madeline.

Groves, Bella Evelyn. Groves, Mary Gibson.

Guilfoyle, Selena.

Gibbons, Nina Beatrice.

Gillnie, Beryl Edith.

Goodeve, Marie.

Gott, Ethel Edna. Graham, Alma Jane.

Grant, Hilda E.

Griffin, Elizabeth.

Gove, Nellie.

Graham, Mildred.

Guilford, Alphonsia.

Galvin, Vivian Elizabeth.

Graham, Emily Ethel.

Goodwin, Elizabeth.

Gorman, Eva Gertrude.

Hanham, Zella E.

Henderson, Bessie S.

Hoover, Jennie M.

Hutchison, Bertha.

Hyslop, Bessie I.

Hodgins, Olive E.

Hagerman, Arlissa.

Harkness, Jennie L.

Higginson, Anna Emily.

Huffman, Fletcher H.

Hughes, Laura E.

Hunt, Cassie.

Halliday, Kate.

Heddle, Roberta Ewen.

Haddo, Eva G. G.

Hamshaw, Agnes Elizabeth.

Holliday, Allie B.,

Honor, Jessie Maude.

Hughes, Bertha Mabel.

Hunter, Anna J.

Hunter, Flora Gertrude.

Heatley, Eunice A.

Hume, Jessie.

Hunt, Katy.

Hanna, Zella May.

Harrow, Janet Annie.

Harvey, Edith Mabel.

Henry, Winnifred Kathleen.

Howson, Josephine M.

Hodgson, Annie M.

Johnston, Margaret E.

Jull, Alice E.

Justin, Myrtle.

Jamieson, Florence G.

Johnston, Maude.

Jones, E. Gertrude.

Jones, Grace.

Joyce, Kathleen.

Jones, Susie Louise.

Johnston, Sarah Jane.

King, Jennie.

Klinck, Harry O.

Kent, Maymie M.

Keys, George P.

Kennedy, Josephine.

Kenney, Lucy Ellen.

Ker, Minnie Louise.

Kilty, Minnie Ethel. King, Margaret Susan. Kilpatrick, Margaret R. Kienzle, Clara Helena. Keating, Martina B. Kuhn, Agatha. Loveless, Clara A. L'Heureaux, Mary Louise. Laing, Annie C. Law, Isobel. Lloyd, Myrtle Corrine. Loblau, Blanche Lonzell. Lachaine, Celina. Lovell, Bessie G. Little, Mabel. Lemieux, Marie. Lawrence, Viola May. Macdonnell, Ruth. McIntosh, Annie. McClelland, May P. McClung, Mabel. McMurray, Susan F. McCormack, Mary. McDonald, Jennie. McKnight, Margaret. McLaughlin, Eliza S. McLean, Ella. MacPherson, Gertrude. McDonnell, Susie. McEwan, Annie. McGarry, Annie V. MacKenzie, Flora. McGurn, Mary Hilda. McKenzie, Maggie. McLenon, Victor Hiram. Macdougall, Gertrude May. McClellan, Janet Morrison. McCowan, Margaret B. McCoy, Jeanette Ethel. McLeod, Catharine. McLeod, Letitia Margaret. McLellan, May. MacInnis, Mary. MacKenzie, Dollene I. MacKay, Jennie. McKellar, Maud. McLeod, Minnie Marion. MacMillan, Katherine E. McEwan, Leila Vernon. McConnell, Mary Lillian.

McDermott, Beatrice Loretto. McGeough, Margaret. MacArthur, Lizzie. McEwan, Bessie. McLachlin, Jessie Wyman. McGuane, Margaret. McKiernan, Margaret. McReavy, Tessie. McGuire, Sarah. McHugh, Elizabeth. Mansfield, Elizabeth. Mittson, Nina G. Matthews, Myrtle B. Morton, Margaret. March, Margaret. Meikle, Edith. Mitchell, Dell. Moran, Annie. Murray, Josephine. Medcof, John Dowler. Moss, Eldrin Wort. Mulloy, Gertrude C. Murray, Loratta Sarah. Mahony, Loreto Bridget. Mainprize, Mamie. Martin, Madge Agnes. Moore, Minnie Florence. Moher, Anastasia. Morrison, Minnie R. Munt, Grace F. Monteith, Fanny E. Marshall, Blanche W. Moffatt, Eva Pearl. Moran, Vera May. Morris, Nellie Melissa. Morton, Myra Kathleen. Murdoch, Grace C. Murray, Margaret Kay. Myers, Nellie May. Moylan, Bridget. Murphy, Catherine. Martin, Ella Louise. Moore, Minnie Ella. Murphy, Agnes. Nolan, May. Norton, J. Jessamine. Nichols, Stella G. Nicholson, Mary. Neelands, Clara E. Norris, Eliza Jane.

Overholt, Caroline.

O'Neill, Adele.

O'Connor, Nellie.

O'Reilly, Katie.

Oldfield, Belle.

O'Driscoll, Justine.

O'Halloran, Mamie.

O'Driscoll, Frances.

Park, Elizabeth, S. Patterson, Mabel.

Padfield, Margaret.

Peart, Margaret K.

Phelps, Ada.

Primeau, Lillian Beatrice.

Patmare, Louise E.

Perrott, Eleanor.

Pomeroy, Elsie May.

Purser, Edith May.

Phillips, Adelaide Anna.

Pinkerton, Florence May. Pointer, Josie.

Payne, Elizabeth Clarafee.

Prentice, Jean.

Powell, Olive M.

Parlett, Eva M.

Robertson, Blanche A.

Read, Mabel Maud.

Riddell, May.

Robertson, Bessie J.

Ross, Ruby E.

Rankin, Lizzie Anne.

Richardson, Stella Winfred.

Robertson, John Ernest.

Roy, Elfleda G.

Robinson, Ruby Ashley.

Russell, Lulu.

Root, Edna May. Roche, Margaret.

Richards, Annie C.

Robinson, Bessie.

Roberts, Ida.

Rowan, Laura. Ritson, Una F.

Scruton, Alice M.

Smith, Mary.

Smith, Adah.

Stewart, Nettie A.

Savage, Violet M.

Schlichauf, Jean.

Smellie, E. Margaret.

Sillers, Annie M.

Smith, Annie M. P.

Smith, Mary.

Squire, Etheyle M.

Stanley, Margaret G.

Switzer, Ellen M.

Shaver, Elinor Jessie.

Sinclair, Agnes.

Skelly, Lucy J.

Smith, Edith M.

Stark, James S.

Stirk, Annie H.

Stuart, Arietta Ellen.

Scott, Elizabeth Catherine. Seymour, Margaret Olive.

Sherman, Minnie Lucinda.

Sivell, Jean Ross.

Sleeth, Ada Louise.

Snoddy, Evelyn Maude.

Spearin, Nellie Edna. Speers, Edith Sarah.

Steele, Flora Mabel.

Scott, Lillie.

Sloan, Lila Elizabeth.

Smart, Lizzie K.

Spaulding, Winifred.

Spence, Ivy M.

Swetman, Alice E.

Sprague, Gertrude M.

Staples, Ella.

Stewart, Grace.

Smith, May.

Shaver, Elva Pearl.

Taylor, Lizzie H.

Trainor, Myrtle M.

Twiss, Edna Day.

Tanton, L. Maud.

Thomson, Clinton C. E.

Tremblay, Zenna B.

Tait, May Belle.

Thomson, Alma B.

Tucker, Elva Gertrude.

Taylor, Margaret Dorothea.

Tichborne, Mabel Leweland.

Toner, Mary.

Tait, Olive.

Thomas, Alma Irene.

Tracy, Edith Georgina.

Tobin, Mary.

Vallee, Dennis.

Van Every, Bessie Constance. Van Valkenburgh, Clara Pearl. Veitch, Mary. Vickery, Lulu Gertrude. Waltz, William A. Wegenast, Florence. Weston, Esther A. Wilton, Elsie. Watson, Elizabeth Ellen. Watson, Mary. Weatherhead, Ella Edna. Weatherhead, Florence Ida. Waddell, Helena Jane. Ward, Cassie. Warner, Maude Regina. Weir, Susie. Wilson, Lily Etta. Wallen, Annie Johannah. Walsh, Mabel. Watson, Emma Frances.

Waddell, Mary E. G. Washburne, Cythia Hazel. Wienke, Cecilia R. Williams, Clara Janet. Wilson, James Joseph. Wiltse, Lorita Winifred. Woods, Addie Victoria. Wright, Jean. Williams, Genevieve M. Williams, Leonore L. Wilson, Ethel. Walls, Jessie. Walker, Jessie M. Whiteman, Margaret. Wilkin, Alexander C. Wright, May C. Whelan, Emily. Young, Jennie L. Young, Jessie. Zinn, Emma Albertina.

VI. KINDERGARTEN DIRECTORS.

Alexander, Jessie T. Burgess, Mary Tounley. Baggs, Hazel B. Blumberg, Frances H. Butler, Beatrice E. Cassidy, Appie. Clare, Nina T. Clarke, Lilian V. Cumming, Minnie M. Claris, Edna Perle. Coburn, Lottie Ceceil. Dickson, Grace Scott. Ferrier, Mabel Minerva. Gibson, Mary. Graham, Dahlia R. Grant, Ethel E. Hambly, Laura A. Hughson, Lizzie R. Kilbourn, Annie B. Lee, Myrtle E. Mulloy, Lloydie A. M.

Madden, Eva Irene. Malone, Ellen U. Mills, Laura May. McCrimmon, Jean M. Oatt, Mina M. O'Flaherty, Irene N. Olver, Louise V. Ovens, Lillian Edith. Pepper, Edythe. Patterson, Ruby E. Rankin, Ethelwyn Stuart. Richardson, Mabel. Richardson, Olive. Senior, Clara E. Simpson, Clara. Sneath, Annie M. Symons, M. Irene. Thompson, Leonora E. Thompson, Flossie W. Thomson, Margaret. Teasdall, Mary Ethel.

VII. CERTIFICATES IN HOUSEHOLD SCIENCE.

Ames, Miriam A.
Black, Gladys M.
Blenner-Hassett, Emily.
Dickson, Norma Roberta.

Dale, Ariel Corinne.
Fleming, Rebecca Verner, B.A.
Gray, Annie Margaret.
Hall, Nellie Beatrice, B.A.

Hartley, Edna.

Hazlett, Claribel Margaret.

Hill, Anita.

Hyland, Irene, B.A.

James, Katherine.

Kelly, Ora Belle.

Kennedy, Edith Gladys.

Longstreet, Mary.

Macdonald, Annie.

Nixon, Nettie M. (Specialist.)

Peebles, Bessie.

Pearson, Ellen E.

Rowland, Florence E., B.A.

Thompson, Hazel C.

Tyson, Susan L.

Williams, Josephine McAlpin.

VIII. CERTIFICATES IN MANUAL TRAINING.

Bailey, William.

Carpenter, Theodore Thomas.

Medcalf, Caleb. (Specialist.)

Slaughter, Joseph.

Tanton, Francis. (Specialist.)

Winchester, H. S.

IX. COMMERCIAL SPECIALIST CERTIFICATES.

Edward, Franklin Ward.

Hammond, John Edgar. Lucas, Gavin Allan.

Mallory, Bertha.

Moir, Isabella.

X. ART SPECIALIST CERTIFICATE.

Hood, Findlay.

XI.—Professional Certificates Issued, 1909.

Examinations.	No. of Candidates.	Extra-mural Candidate	H. School Interim.	Permanent I. Class.	Interim I. Class.	Permanent II. Class.	Interim II. Class.	Limited III. Class (1 yr).	Limited III. Class (5 yrs).	Kindergarten Directors.	Kindergarten Assistants.
Faculties of Education	267		153	52	108		8				
Normal Schools	1,149	130				507	510	154			
Model Schools	311								284		
Kindergartens	127									. 45	75
Interim Certificates made Permanent				35		10					
Certificates issued on pro tanto standing						~ * * #	3	1	11		

Number of Permanent III. Class certificates:—38.

Number of Expired III. Class certificates and District certificates extended:—1008. Number of Provincial Third Class certificates valid for three years:—36.

XII.-PERMANENT THIRD CLASS AND PUBLIC SCHOOL TEMPORARY CERTIFICATES, 1909

	Permanent Certi	Third Class ificates.	ates.
	Limited to County or District.	Provincial.	Temporary Certificates.
Algoma Brant	2		17
Bruce			19
Dufferin	• • • • • • • • • • • • • • • • • • • •		18 21
Elgin. Essex			3 14
FrontenacGlengarry.			17 15
Grey. Haliburton.	1	1	21 50
Hastings. Kent			59 10
Lambton. Lanark		1	12 42
Leeds and Grenville. Lennox and Addington.	1		66 19
Lincoln. Manitoulin.	$\frac{1}{2}$		7 32
Middlesex Muskoka.	<u>.</u>	2	$\frac{4}{26}$
Nipissing Norfolk.			22 13
Northumberland Ontario			12 9
Oxford. Parry Sound		3	1 35
Peterborough	2	5	20 16
Prince Edward	. 1	7	12 18
Simcoe	1	1	17
Thunder Bay Victoria.	• • • • • • • • • • • • • • • • • • • •		32 36
Waterloo Welland.			9
Wellington York Sanayata and B. Lingual Sahada	1		3
Separate and Bi-lingual Schools	18	20	262
	18	20	1038



APPENDIX V.—MEMBERS OF THE ADVISORY COUNCIL; LISTS OF ASSOCIATE EXAMINERS, AND HIGH SCHOOL PRINCIPALS AND ASSISTANTS.

I. MEMBERS OF THE ADVISORY COUNCIL.

John Seath, LL.D., Superintendent of Education for Ontario, Toronto. Rev. R. A. Falconer, LL.D., President, University of Toronto. John Fletcher, LL.D., University of Toronto. Rev. T. C. S. Macklem, LL.D., Provost, Trinity College, Toronto. John Matheson, M.A., Queen's University, Kingston. A. C. McKay, M.A., LL.D., Chancellor, McMaster University, Toronto. Rev. W. J. Murphy, D.D., Rector, Ottawa University, Ottawa. Rev. N. Burwash, LL.D., President, Victoria College, Toronto. N. C. James, Ph.D., Provost, Western University, London. Harriet Johnston, Public School Teacher, Toronto. Alex. Austin Jordan, Principal, Central School, Kingston. J. W. Plewes, Principal, Public School, Chatham. Thos. Agnew Reid, Principal, Public School, Owen Sound. John J. Rogers, Principal, Separate School, Lindsay. W. I. Chisholm, M.A., Inspector Public Schools, Kincardine. Rev. W. H. G. Colles, Inspector Public Schools, Chatham. Stephen Martin, B.A., Principal, Collegiate Institute, St. Mary's. Gilbert A. Smith, M.A., Principal, Parkdale Collegiate Institute, Toronto. Jno. Ball Dow, B.A., School Trustee, Whitby. John H. Laughton, School Trustee, Parkhill.

II. Associate Examiners. 1909.

Entrance to Model Schools.

Dictation:

Beatty, Robert.

Literature:

Cameron, C.

Ellis, Mina E.

Geography:

Burke, Alex.

Composition:

Bernath, A. C.

Bookkeeping:

Cameron, J. H.

History:

Bell, Winnifred.

Art:

Tanton, F.

Arithmetic:

Loucks, Horatio.

Science:

Allan, T.

Geometry:

Garvin, J. L.

Grammar:

Craig, Margaret E.

Algebra:

Merritt, A. A.

Entrance to Normal Schools.

Latin:

Michell, W. C. Thompson, J. F.

Chemistry:

Avers, Marion H. Carefoot, G. A.

Dent, W. A. Fletcher, W. H. Graham, L. H. Gundry, A. P. Hodgson, J. E. Lehman, C. McEachern, Neil.

Robertson, G. A.

Rosevear, H. S.

Smith, A.

Taylor, J. A.

omposition:

Bell, F. H. Baird, Mabel.

Evans, W. E.

Elmslie, W.

Fleming, Maude.

Libby, Minnie F.

Lane, J. S. Stubbs, S. J.

Van Every, J. F.

1 lgebra:

Davidson, Hugh. Knight, W. W.

Murray, T.

Odell, W. J.

Rogers, W. H. Robertson, A. M.

Sprung, W. L.

Wightman, R.

Warren, J. M.

History:

Bibby, Maria. Barr, Lydia.

Charlesworth, J. W.

Ferguson, G. A.

Forfar, C.

Guest, Emily J.

Ingall, E. E.

Lingwood, F. H.

MacPherson, W. E.

Mitchell, Jessie.

Morrison, S.A.

Literature:

Bald, W. F.

Christie, J. D.

Cameron, A. W.

Gilchrist, D. A.

19 E

Henry, Edith M.

Liddy, W. D.

Martyn, H. G.

McGarvin, M. J.

Rose, Marion H.

Skeele, J. A.

Skinner, Kate.

Watson, E.

Weese, Williametta.

Weidenhammer, W. B.

Geometry:

Campbell, A. L.

Lougheed, W. J.

Minns, J. E.

McNab, G. G.

Nelson, J.

Rose, R. C.

Sills, W. R.

Sinclair, J.

Smillie, R.

Taylor, Wilson.

Wilson, W. A.

Physics:

Boyd, Annie A.

Carpenter, W. G.

Follick, T. H.

Hume, J. P.

Jewett, A. E.

Leibner, E. D.

Longman, E.

Morgan, J. J.

McNeice, J.

Pearson, Alex.

Reid, M. R.

Rogers, G. F.

Latin:

Bellamy, W.

Brown, Lyman.

Berlanquet, H. S.

Dundas, A. A.

Fitzgerald, Eliza.

Howell, W. B. L.

Henderson, J. V.

Kirkwood, Florence E.

Luton, J. T.

Mills, J. H.

McKay, D.

Entrance to Faculty of Education.

History:

Cleary, Norah. Hawkins, Maud M. Jones, G. M. McVicar, Arch. Ross, Ralph.

English:

Charles, Henrietta. Field, J. M. Levan, I. M. Macdonald, Geo. L. Sykes, W. J. Thompson, Margaret J.

Mathematics:

Birchard, I. J. Crasweller, C. L. Forsyth, D. Harstone, J. C. Norris, I. T. Overholt, A. M. Paterson, R. A.

Classics:

. Hodgson, Jno. E. Lillie, J. T. Mayberry, C. H. Sliter, E. O. Treleaven, J. W. French and German:

Husband, A. J. McKim, W. A. MacLean, A. E. Marty, Sophia E.

Science:

Anderson, G. R. Cosens, A. Johnston, F. J. Nicol, W. Stuart, F. A. Turner, J. B. Thompson, P. M. Whyte, D.

Pass Matriculation.

Classics:

Briden, W. Cameron, A. R. Cook, J. A. Campbell, G. L. Chubb, Ethel L. Crewson, J. W. Haviland, A. J. Macdonald, R. A. F. Morris, A. W. Pringle, Gertrude. Roberts, T. H. Riddell, F. P. Trench, W. W. A.

French and German:

Clark, M. S. Carter, Janet. Clark, L. H. Clark, F. H. Dearness, Jean. Dickey, M. A. De Beaumont, V.

Ewing, Florence. Mairs, Edith. Morrish, Winnifred. Odlum, Eleanor. Owen, Francis. Phillips, W. A. Tapscott, H. B. Teskey, Catharine. Williams, W. H. Ward, Clara. Marty, Aletta.

History:

Glass, W. A. Milne, T. F. Macdonald, W. L. Pettit, L. J. Robertson, W. J. Sexsmith, W. M. Spence, A. G. W. Taylor, L. W. Wegg, Charlotte S. Williams, Mary I.

11gebra:

Delmage, Edith R.

McGee, C.

Snider, E. E.

Simpson, B. L.

Feometry:

Delmage, Evelyn E.

Flach, U. J.

Halnan, L. R.

Lawlor, R. G.

Richardson, L. N.

Truscott, S. A.

Wood, E. E.

Arithmetic:

MacLean, G. V.

Physics:

Baker, W. C.

Fetterley, H. B.

Williams, L. J.

Chemistry:

Brown, P. W.

Mitchener, J. L.

Manning, R. J.

Literature:

Barr, Janet.

Irwin, H. W.

Jermyn, P. T.

Morden, F. D.

Smith, Annie M.

Taylor, Mabel.

Composition:

Bell, W. N.

Elliott, T. E.

Gray, N. R.

MacDougall, Isabella J.

Webster, S. C.

Grammar:

Keefe, R. D.

	Female Assistants.	\$	8850	1,400
Salary.	.estasiseA sleM	\$ 1,250 1,200 1,200 1,000	1,400 1,400 1,400 1,200 1,100 1,500	1,400 1,400 1,400 1,400 1,400
	Principal.	1,600	1,900	1,900
	legiate Institute. No. of years in a Presidence.	:0410-11	- : : : : : : : : : : : : : : : : : : :	175
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<u>.</u>	Date of appointmen	1893 1882 1905 1905 1908 1908	1901 1903 1904 1904 1905 1905 1910 1910 1903 1909 1909	1893 1885 1893 1891 1896 1909
	Specialists,	Eng., Fr., Ger. Math. Bug. Hist. Science Com., Eng. Classics Math.	Math. Eng., Hist., Classics Com., Eng., Hist., Fr., Ger. Mods. and Hist. Science (Manual Training Instr.) (Household Science Instr.) (Teacher of Writing) do do	Mods. and Eng. Classics. Math. Eng., Fr., Ger. Commercial
	Degrees.	B.A., Tor. B.A. Queen's B.A. Queen's B.A., Tor.	B.A., Tor. B.A., Queen's B.A., Tor. B.A., Tor. M.A., Queen's B.A., Vic.	B.A., Tor. M.A., Tor. B.A., Tor. B.A., Tor. M.A., Queen's
	Names of Teachers.	Redditt, Thomas H. Hay, Andrew Morrison, Alexander Selkirk Mackay, Donald Alex Miller, Nannie M. A. Tate, Mabel E. Longman, Edwin	Forsyth, David Dolan, George Robert Norman, Lambert Martyn, Harold George Williams, Walter Herbert Pugsley, Edmund Brown, Harry Wilson Dougherty, Annie C. (Interim) Ferguson, Edna Hodgins, Nellie K. Osborn, Sergeant-Major Betzner, Eva	Burt, Arthur William Passmore, Samuel Francis Coates, Daniel Harsum Bunnell, Effie Maria Shultis, Adam Thompson, Peter M.
	Collegiate Institutes.	Barrie	Serlin	Brantford

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(Manual Training Instr.)	Eng., Hist. (Interim) Fr., Ger. Math. Classics, Eng., Hist. Science. Mods., Eng., Hist.	Classics Eng., Fr., Ger Math Commercial Mods. and Hist.	Science Classics Math. Eng., Hist., Fr., Ger.	S. jence Math Eng., Fr., Ger Classics	Science Classics Eng., Hist., Fr., Ger. Math. Commercial
3.A., Tor.	B.A., Tor. B.A., Tor. M.A., Queen's M.A., Queen's B.A., Tor.	M.A., Tor. B.A., Tor. B.A., Tor. M.A., Queen's B.A., Tor. B.A., Tor.	B.A., Tor. B.A., Tor. B.A., McMaster B.A., Tor.	M.A., Queen's B.A., Tor B.A., Tor	B.A., Queen's B.A., Tor. B.A., Vic. B.A., McMaster
Errett, Charles F	Husband, Almeron Judson Forbes, John William Dowsley, William Clinton McGuire, James F Somerville, Thomas C Giles, A. Eddith Richardson, Kate McCormack, Mary Irene (Interim)	Twohey, William James Paterson, David Smith Taylor, Wilson Tuck, John Raphael Edward, Frankland Ward (Interim) Steele, Flora Elizabeth Barker, George Albert Agla, Mildred Alice (Interim) Cameron, Jas. McDonnell (Interim)	Gundry, Arthur Presland Treleaven. John Wesley Delmage, Edith Rachel McDougall, Isabella J. Fisher, Edna B. V(Interim)	Arthur, Colin Clayton Odell, John William Jones, Laura Lucinda Chase, Reginald M. (Interim) Smith, Clayton Richard (Interim) Hickey, Philippa A.V. (Interim) Fraser, Lulu B (Interim)	Brown, Percy William Henderson, James Vanwyck Libby, Minnie Fennessey Delmage, Evelyn E. Smith, Margaret McGill, George W(Interim)
	Brockville	Chatham	Clinton	Cobourg	Collingwood

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PRINCIPALS.	
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LIST	

LIST OF	LIST OF PRINCIPALS AND ASSISTANTS OF	COLLEGIATE INSTITUTES	UTES AND HIGH SCHOOLS, JANUARY, 1910.—Continued.	JANUA	RY, 191	0.—Con	tinued.		
)			*100		əıjqn	Salary		
Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointme	a High School or legiate Institute.	No. of years in a P School. Principal.	Male Assistants.	Female Assistants.	
Fort William .	Fort William . Hamilton, William John Wood, Elmore Everton Calhoun, Alexander Parlee, Edith Grant, Christina Cameron	B.A., Queen's M.A., McMaster M.A., Queen's B.A., Tor.	Science Math. Class. Commercial Mods and Hist	1907 1902 1906 1908	ರ ಹೆಚ್ಚುದ್ದರ್	15 1,900 10	\$ 1,500 1,500	\$1000	THE KI
Galt		M.A., Tor. B.A., Tor. M.A., Tor. B.A., Tor. B.A., Queen's B.A., Queen's B.A., Royal, Ireland.	Eng., Hist. Science Class. Hist. (Inter.), Fr., Ger Classics Math	1885 1892 1894 1905 1909 1909 1909 1909	20 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	1,900	1,400 1,400 1,400 1,100 1,100 1,000	1,100	EPORT OF THE
Goderich	. (Interim)	B.S.A., Tor. B.A., Tor. B.A., LL.D. Tor. M.A., Queen's	(Manual Training Instr.). (Household Science Instr.). (Agriculture Instructor) Eng., Hist., Fr., Ger. Classics	1907 1907 1900 1871	222 424	3 3 3 3		0.066	
Guelph	McArthur, Margaret McArthur, Margaret McArthur, Margaret Mode, Gertrude Agnes. (Interim) Davison, James Skinner, Kate Clara Luton, James T Scrimgeour, William Geo. (Interim)		Science Commercial Math. Eng., Hist., Fr., Ger. Classics	1908 1908 1909 1892 1895 1909	35 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1,800	1,200	950 650 1,100	No. 16

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Commercial	Math, Science Math, Classics Classics Mods. and Hist. Math. Commercial Science Math Mods. and Hist Classics Mods. and Hist Mods. and Hist Classics.	Classics, Eng. Science Commercial Mods. and Hist (Manual Training)	Math., Science. Classics Math. Eng., Hist., Fr., Ger. Eng. and Hist., Class.
B.A., Queen's	B.A., Tor., LL.D., McM B.A., Queen's B.A., Tor. M.A., Tor. B.A., Tor. B.A., Tor. B.A., Queen's B.A., Tor.	B.A., Queen's B.A., Tor. B.A., Tor. B.A., Tor.	B.A., B. Sc., Vic M.A., Queen's B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor.
Charlesworth, John William	(Interim) (Interim) (Interim) (Interim) (Interim) (Interim)	Briden, William Staples, Louis Edgar Lucas, Gavin Allan Francis, Annie Buchan Tanton, Francis Hills, Mina	Ellis, William Stewart Sliter, Ernest Oscar Sills, William Kyerson Bale, George Sidney Anderson, William George Fraser, James Williams Anderson, Frank Gecil
		•	:
	Hamilton	Ingersoll	Kingston

					No. 16
	Salary.	Female Assistants.	\$	1,000	
LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1910.—Continued.		.etastsizeA eleM	\$ 1,000 1,000 1,000	- :	2,000 1,700 1,700 1,700 1,700 1,700 1,700 1,600
		Principal,	₩	1,750	2,200
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	No. of years experiènce in a. High School or Col- legiate Institute.		7. 25 or 37. 92.	44 1 2 4 1 2 5 1 1 2 5 1 1 2 5 1 1 1 2 5 1 1 1 1	255 10 10 10 10 10 10 10 10 10 10 10 10 10
	Date of appointment.		1908 1908 1905 1907 1903	1908 1908 1909 1909 1909 1909 1909	1900 1886 1903 1903 1908 1908 1895 1888 1888
	Specialists.		Science Math. Eng. Hist., Fr., Ger. (Manual Training Instructor)	Math. Com. (Interim), Science Eng. Hist Art, Com Classics Mods., Hist Math. (Teacher of Agriculture)	Fr. and Ger. (Interim), Math., Eng. and Hist. Classics Eng. Hist Science Math. Fr. Ger. Commercial Classics
	,	Degrees,	M.A., Queen's B.A., Tor. M.A., Queen's B.A., Bowdoin	B.A., Queen's B.A., Tor., M.A., Har. B.A., Tor. B.A., Queen's M.A., McMaster M.A., Queen's M.A., Tor.	B.A., Tor. B.A., Tor. B.A., Tor. M.A., McMaster B.A., Tor. B.A., Tor. C. B.A., Tor. C. C. B.A., Tor. C.
	-	Names of Teachers.	Saunders, William John Hedley, William Powell Chown, Hattie Louise Henstridge, Elizabeth Hatch, Augustus F.	Stanley Wm. D. (Interim)	McCutcheon, Fred. Wm. Caswell Little, Robert A. McVicar, Archibald Stuart, Frederick Alfred Overholt, Arthur Milton McKellar, Herbert S. MacDonald, Geo. Leslie Dickenson, James Arthur Andrus, Guy Ambrose Riddell, Frank P.
LIST OF		Collegiate Institutes,	Kingston.— Con	Lindsay	• • • • • • • • • • • • • • • • • • •

1909	DEPARTMENT OF	EDUCATIO	N. 585
1,200	9000	1,000	1,300
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Mods. and Hist. (Interim) Science Math. Commercial Math. Classics Science Mods. and Hist.	(Art Instructor) (Household Science Instr.) (Drill Instructor) Eng. Com. Science Math. Mods. and Hist Classics (Agriculture Instructor)	Math. Classics Mods. and Hist. Science	Math. Commercial Classics Mods. and Hist Mods. and Hist Com. Com. (Physical Director) Class, Eng. Math., Com. Science Mods and Hist.
B.A., Tor. B.A., Tor. B.A., Tor. B.A., Queen's B.A., Vic. B.A., Vic. M.A., McMaster	B.A., Queen's M.A., Vic. M.A., Queen's B.A., Tor. M.A., Tor. B.A., Tor. B.A., Tor.	M.A., Tor. B.A., Tor. B.A., Tor. B.A., McMaster B.A., Tor.	B.A., Tor. M.A., Tor.
Gray, Neil Roy Grainger, Horace Alex Taylor, John Gladstone Buchanan, John Alexander Walker, Arthur John Reily, Henry H. Perry, Samuel Walter Jones, Samuel S. Downing, John Henry Anderson, Jessie Inglis Anderson, Jessie Inglis	myth e ivid(Interim) gllacif (Interim) mean	Flach, Ulysses Jacob Havlland, Hugh J. Collins, Herbert Eugene Saunders, Charlotte Grange, Helen Aldworth Moir, Isabella	Walker, David McKenzie Will, George Edwin Conlin, Evelyn Elizabeth Logan, Jessie M. Pearson, Alexander Kent, Eleanor Vandersluys, Captain Dickson, John Elder Doidge, Thomas Clarke Madill, Alonzo James Duncan, Ethel Anne Cunningham, Carrie Starr(Interim)
	Morrisburg	Napanee	Niagara Falls.

		Female Assistants.	\$ 850	1,100
nued.	Salary.	Male Assistants.	1,000	2,000 2,000 1,800 1,500 1,400
-Continued.		Principal	99 : : :	2,800
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JANUARY,	•1a	Date of appointme	1908 1909 1906	1889 1884 1894 1894 1803 1903 1903 1906 1906 1907 1907 1907 1909 1909 1909
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TES			Art (Mods.	Math. Eng. Eng., Fr., Ger. Science Fr., Ger. Math. Classics Com. Mods. and Hist. Science Math. Eng. Hist
INSTITUTES			46.	SHIMESO OSWS HO W
INS		Degrees.		10
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COLLEGIATE			B.A., B.A.,	B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. M.A., Queen's B.A., Tor. B.A., Queen's M.A., Queen's B.A., Tor. B.A., A., Queen's B.A., Tor. B.A., Queen's
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PRIN			McGuirl, Thomas H. Graham, Felicia Clark, Ira Ethelbert	McDougall, Alexander Hiram Macmillan, John Sykes, William John Campbell, Daniel Alexander Marty, Aletta Elise Norris, Isaac Taylor Hardie, William Stothers, Robert S. Simpson, Robert S. Smeaton, William Nichol, William Nichol, William Wallace. Stevenson, Wm. John Nichol, William Wallace. Stevenson, Wm. John Nichol, William Wallace. Stevenson, Wm. John McManus, Emily Hood, Finlay Keogh, Lucius Richard Mann, Harry Clarke Mann, Harry Clarke McAnham, William Andrew McMillan, George O. Kaiser, Jesse Bermath Mulr, Jessie Mulr, Jessie Kint
LIST OF PRINCIPALS AND			Orillia.—Con McGuirl, Thomas Henry Graham, Felicia	:
LS		giate jutes,	00	
L		Collegiate Institutes.	Ilia	Ottawa
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1910 1910 1909 1909	1897 1884 1909 1909 1909 1909 1909 1909	1900 1908 1906 1893 1910 1907	1893 1905 1906 1906 1906 1907 1907 1908 1908	1889 1880 1905 1906 1907 1909
Math. Commercial Science	Math, Commercial. Mods. and Hist Science Classics Eng. Hist. Fr., Ger. Math (Household Science Instr).	Eng., Hist., Fr., Ger Science Math Classics (Agriculture Instructor)	Classics Math Commercial Science Bng., Hist., Fr., Ger Math Eng., Hist., Classics Classics Classics	Classics Math. Eng. Hist. Science Mods. and Hist. Commercial (Agriculture Instructor)
M.A., Tor.	B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. M.A., Tor. M.A., Queen's B.A., Queen's	B.A., Tor. B.A., M.D., Tor. B.A., Tor. B.A., Tor. B.S.A., Tor.	B.A., Tor. B.A., Trin. B.A., Tor. B.A., Tor. B.A., Tor. M.A., Queen's B.A., Queen's B.A., Queen's B.A., Queen's B.A., Queen's B.A., Queen's B.A., Queen's	B.A., Queen's B.A., Vic. B.A., Tor. M.A., Tor. B.A., Tor.
Simpson, Alexander McGregor (Interim) McNab, John Charles (Interim) Phillips, Fred. Shepherd. (Interim) Halbert, Edwin James (Interim)	Murray, Thomas Packham, James Henry Elmslie, Wallace Robertson, George A. Brown, Lyman VanEvery, John Fair Edwards, Grace Dowkes, William J. Asselstine, Oliver Abaver, Charles S. Howard, Harry Howard, Harry (Temporary)	McKim, William Andrew Forest, William Frost, Francis Henry Edmiston, James A. Cowan, Margaret T. Hamer, Roy S.	Peterborough . Kenner, Henry Rowe H. Fessenden, Cortez	Dolson, John Henry Dobson, Robert Gilchrist, Dugald A. Bigs, Edmund Murney Gibson, Ethel Mallory, Bertha MacVannell, Alexander P.
	Owen Sound	Perth	Peterborough	Picton

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1910, -- Confirmed.

_					
	Female Assistants.	\$	1,000	1,050	1,000
nuch.	Male Assistants.	\$ 1,150	900	1,500	1,200
-(0111	Principal.	2 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 2 2 2 2 2	1,600	1,500
1.0	No. of years in a Public School.	: 2: :2:	: 2 Z	:: NEND	± 4 :2 : ►
K1. 17	No. of years experience in a High School or Col- legiate Institute.	20 + - co	82 4 0 E	172 193 172 172 132 132 132 132 133 133 133 133 133 13	00 00 00 00 00 00 00 00 00 00 00 00 00
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HIGH BUROUS, e	Specialists.	Hist., Fr., Ger.	Hist	Class Math Science Mods. and Hist Commercial	Math. Science Classics Mods. Hist. Commercial (Interim)
TOTES AND	~ ~	Classics Science Eng, Hist., Fr., Ger. Math	Math Classics Mods. and Hist Commercial Science	Class Math Scienc Mods. Comm	Math. Science Classics Mods. Hist. Commercial (Interim)
Upper a language	Degrees.	M.A., Queen's B.A., Tor. M.A., Queen's B.A., McMaster M.A., Trin. B.A., Vic.	B.A., Tor. B.A., Queen's M.A., Queen's	M.A., B. Pæd., Tor. B.A., Tor., LL.B., Vic. M.A., Vic. B.A., Trin. B.A., Queen's B.A., Tor.	B.A., Tor. M.A. Queen's. B.A., Tor. B.A., Tor.
LIST OF TRINGITALS AND ANSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SOCHOOTS, JANDARY, 1910, (DRITHER)	Names of Teachers.	Bryan, Hugh Wallace M. Preston, Thomas Baird, Alex William (Interim) M. Windson, Annie Morrison, Delle Selena (Interim) Shepherd, Eleanor M. (Interim) B. Scott, Bella L. (Interim) B.	Little, John George Osgoode, Joseph Arthur Fleming, Maude E. Watterworth, Grace M. Closs, Frank David	Coombs. Albert Ernest Robertson, William John Follick, Thomas Henry Odlum, Dora Eleanor I Jamieson, Clinton Egerton Caverbill, Arthur Elliot McRae, Donella Maude Mitchell, Jessie	Martin, Stephen Forrester, John W. (Interim) Jickling, Carrie Kathleen Thackcray, Barton Earl O'Donoghue, Mary Helen (Interim) Blyth, Sara
TO ISITI	Collegiate Institutes.	Renfrew	Ridgetown	St. Catharines.	St. Mary's

Sample	1909	DEPARTMEN	T OF EDU	589	
Quance, Noah Classics Classics List 190 15 2 1,800 16 2 1,800 16 2 1,800 16 2 1,800 16 2 1,800 16 1,100 1,100 2 1,800 1,100 1,11 1,100 2 1,180 1,11 1,10 1,100	1,400	1,000 1,000 1,000	1,000 850 600		0006
Quance, Noah Cassiss Cassiss 1891 15 2 Auld, Charles B.A., Tor. E.A., Tor. E.A., Tor. 1996 14 44 Cook, Margaret (Interim) B.A., Tor. E.B., Tor. E.B., Tor. E.B., Tor. 1998 2 7 The action of Carry, George L. (Interim) B.A., Tor. E.B., Tor. E.B., Tor. 1998 2 3 9 The action of Carry (Early Enroy) (Interim) B.A., Tor. Cassweller, Christopher L. B.	1,600 1,400 1,000 1,000 1,200 1,400	1,500	1,200	1,250 1,250 1,250 1,250 1,050 1,200	1,050
Quance, Noah Chassics Classics Ist Form Consider Arthur Common Mana, Queen's Barg, Hist, (Interim), Common Mana, Tor. Eng., Hist, (Interim), Eng., Queen's Barg, Hist, Fr., Ger. Pr., Ger. 1999 14 And Ud, Charles Mana, Tor. Eng., Hist, Fr., Ger. 1909 2 1909 2 Gray, George L. (Interim) B.A., Tor. Eng., and Hist. 1909 1 2 Flages, John Perrol (Interim) B.A., Tor. Math 1909 16 1909 16 16 1909 16 <t< th=""><th>1,809</th><th>1,600</th><th>1,500</th><th>1,900</th><th>1,400</th></t<>	1,809	1,600	1,500	1,900	1,400
Quance, Noah B.A., Tor. Classics 1891 28 Mauld, Charles Ma.A., Queen's Bar, Hist, (Interim), Com. 1909 1909 1909 McCook, Margaret (Interim) B.A., Tor. Erg and Hist, Gerge 1909 1909 Page, John Percy (Interim) B.A., Tor. Erg and Hist, Gerge 1909 1909 Crassweller, Gristopher L. B.A., Tor. Math Science 1909 1909 Crassweller, Christopher L. B.A., Tor. Math Science 1909 1909 Crassweller, Christopher L. B.A., Tor. Math Science 1909 1909 Dent, William Arthur B.A., Tor. Classics Science 1909 1900 Dent, William Arthur B.A., Tor. Classics Science 1909 1900 Wilkie, Marton Eroenee (Interim) B.A., Tor. Fr., and Ger. 1900 1900 Dent, William Arthur Interim) M.A., Tor. Eng., Hist. 1900 Makingaraet Name Interim) M.A., Tor.	41, 2	: ::	4w		
Quance, Noah Da.A., Tor. Classics Hist, (Interim), Com. Ba.A., Tor. Ba.A., Queen's Ba.A., Tor. Ba.A., Tor. Classics Marby Agnes P. Ma.A., Tor. Classics Ba.A., Tor. Ba.A., Tor.<	29 115 114 12 22 13 16 16 17 18 18 18 18 18 18 18 18 18 18 18 18 18	25 11 11 11 11 12 22 44 44 12 22 23 24 24 24 24 24 24 24 24 24 24 24 24 24	162111242242242	23.7 2.3.3.7 2.5.2.2.2.2.2.3.3.3.3.3.3.3.3.3.3.3.3.3.	2822
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Quance, Noah Voaden, Arthur C. Auld, Charles McEachern, John G. Cook, Margaret Cook, Margaret Cras, George L. Eage, John Percy Ving, Henry Liebner, Ernest O. B. Crassweller, Christopher L. B. Crassweller, Christopher L. B. Crassweller, Christopher L. B. Crassweller, Marion Florence (Interim) Wilkie, Marion Florence (Interim) Moffatt, Thomas Edward Estabrook, Alice L. Rogers, George Franklin Colling, George Franklin Rogers, George Franklin Colling, George Franklin Colling, George Franklin Colling, George Franklin Rayberry, Charles Franklin Clark, Annie Gertrude. (Interim) Clark, Annie Gertrude. (Interim) Clark, Annie Gertrude. (Interim) Clark, Sophie E. Sprung, Whitfield Lyman Carlyle, John A. Malcolm, George Walkom, Daniel T. Rears, Isabel J. C. Rerr, Charles Staple Hedley, Robert Wesley Corkill, Edward James Houston, Jessie Houston, Jessie Wilson, Margaret Grace E. (Interim)	Tor. Queen's Tor. Queen's Tor. Tor. Tor.	Tor. Tor. Tor.			
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		THE REPORT OF THE	No. 16
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Janua	Date of appointment.	1891 1891 1891 1904 1908 1892 1892 1892 1896 1906 1906 1907	1889 1889 1900 1900 1904 1906 1906 1906 1905 1907
JTES AND HIGH SCHOOLS, JANUARY, 1910.—Continued.	Specialists.	Classics. Eng., Fr., Ger. Eng., Fr., Ger. Science. Classics Math. Eng., Fr., Ger. Fr., Ger. Science. Com. Fr., Ger. Science, Com. Fr., Ger. Science, Com. Classics Math. Classics Math. Classics	Science. Math. Classics, Eng Fr., Ger. Science Classics Mods. and Hist. Fr., Ger., Eng.
COLLEGIATE INSTITUTES	Degrees.	M.A., Tor. B.A., Tor. M.A., Tor. M.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. M.A., Vic. M.A., Queen's M.A., McM. & Harvd. H M.A., McM. & McM. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor.	B.A., Tor. Ph.D. W.A., Tor. Ph.D. W.A., Tor. C. B.A. Tor. B.A. Tor
LIST OF PRINCIPALS AND ASSISTANTS OF	Names of Teachers,	Hagarty, Edward William (Harbord St.) Balmer, Eliza May Lawler, Gertrude Lawler, Gertrude Glassey, David Alex Wightman, Robert Forfar, Charles Kennedy, Lyman Aaron Clark, Luher John Fletcher, William Hugh Tapscott, Harry Byron Jermyn, Percy Thomas Shaw, Robert McKinlay, James M. Keast, Walter	(Parkdale) Smith, Gilbert Acheson (Parkdale) Birchard, Isaac J. Spence, Nellie Hillock, Julia S. Cosens, Absalom Mills, Jno. Hudson Sinclair, John Watson, Erwin H. A. Phillips, Wm. A. Reid, Thos. Emerson Smith, Arthur Barnes, Chas. L.
LIST OF	Collegiate Institutes.	ord St.)	Toronto (Parkdale)

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B.A., Tor Ei	A, Tor. L, Tor. L, Tor. L, Tor. L, Tor. L, Queen's A, Tor.	B.A., Vic. C B.A., Tor. C B.A., Tor. B M.A., Tor. S B.A., Tor. E B.A., Tor. C B.A., Queen's	B.A., McMaster S M.A., Queen's M B.A., Tor.	B.A., Tor. B.A., Tor. B.A., Tor.	B.A., Queen's
Sealey, Ethel May(B. Hutchinson, John I(Interim)	CJarvis St.) Brown, Harry W. Shaw, George Edmund Michell, William Chas. Lehmann, Carl A. K. Jeffries, John Keillor, James Thomas, Janie Jennings, Wm. Arthur Spence, Augusta Grace Wewonah. Munro, Peter Fraser Munro, Peter Fraser Keith, George Walter Morrish, Cella Winifred B.	Colbeck, Franklin Charles Gourlay, Richard Charles, Henrietta Johnston, Frederick James Jones, George Mallory Evans, William Arthur Saunders, William R. Hatch, Salem B.	Vankleek Hill. Mitchener, James L. Interim) Miller, Cora. (Interim) Dufton, Lena. (Interim) Parlow, Helen. (Interim) Shurtleff, Morley. (Interim)	WhitbyHogarth, George Henry Henry, Edith May Pringle, E. Gertrude White, Kate Elizabeth Hare, James H.	Gavin, Frederick Pearce Bell, Frederick Henry Reid, Robert
	Toronto (Jarvis St.)	Toronto (Humberside)	Vankleek Hill	Whitby	Windsor

ASSISTANTS OF COLLEGIATE INSTITUTES	cachers. Degrees.	ony B.A., Tor. Science lle B.A., Tor. Math. Brown B.A., Tor. Classics, Eng., Hist. eline B.A., Tor. Com., Art., (Interim)	B.A., Tor. Classics, Eng., Mods.	(Interim) (Manual Training Instr.). (Household Science Instr.). (Drill Instructor)	(Interim) B.A., Queen's.	Jane B.A., Queen's Fr., Ger., Eng., Hist
LIST OF PRINCIPALS AND ASSE	Collegiate Names of Teachers.	Brunt, Robert Anthor Cleary, Norah Eagle, David Melvii Hamilton, William Juff Cunwe, William Buff Cunningham, Evange Ramsay, James Alex	Woodstock Levan, Isaac Master Cole, James McLarty Salter, Wesley John Cameron, Aldis W. Brown, Clarence L. Stone, Alice B. Wilson, Ethel Mae Alexander, Nessie (Interim)	Lee, Anna A. Mercer, John S. Shaw, M. Pauline Munro, John B.	Alexandria MacKay, Donald	Almonte Thompson, Margaret Jane Schell, Arthur William

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	Fr., Ger. Math.	Math.	Science Math.		Math. Mods. and Hist. Classics Science.		Classics Math. Mods. and Hist. Science	Math., Eng. Classics. Mods. and Hist.	Science.
O'Donnell, Thomas J	B.A., Tor. B.A., Queen's B.A., Queen's	Andrews, David	Sexton, James Henry White, Robert Oliver Morden, Frances Dagmar Chandler, Pearl (Interim) B.A., Queen's	Ferguson, John B.A., Queen's Van Duzer, L. Mabel (Interim) B.A., Tor.	Story, Selina Gladys M.A., Queen's. Messmore, Joseph Frank MacLean, Alexander Summers, Lena (Interim) B.A., Tor.	Beamsville Hamilton, James A	Knight, William W. Knight, William W. Whitely, Lester R. MacLaurin, Peter Crawford Milburn, Edward Fairfax Smith, Henry Lloyd (Interim)	Elliott, John B.A., Queen's Cameron, Archibald Rose B.A., Queen's Ward, Clara Anne B.A., Tor.	Bradford Carefoot, George Andrew B.A., Queen's
	Arnprior	Arthur	Athens	Aurora	Aylmer	Beamsville.	Belleville	Bowmanville	Bradford

200 800 950 800 750 Assistants. Female 1,100 Salary. 1,000 1,000 1.100950 S CHOOLS, JANUARY, 1910.—Continued. Male Assistants. 1.600 1,300 1.5001.250Principal. School, ಗ್ಷಣನ ന ∞ No. of years in a Public legiate Institute. No. of years experience in a High School or Col-222 21-14 18 18 2002 1895 1902 909 1908 1908 1910 1909 1909 1910 1909 1909 1906 1909 1891 1908 1897 Date of appointment. Math. Math. Math. Math. Meadows, Persie Cecilia (Interim) Specialists. AND HIGH Mods. and Hist. Mods, and Hist. M.A., Tor.... Eng., Classics Science. . . Fr., Ger. Classics Classics Math. COLLEGIATE INSTITUTES Tor.... Tor. Tor Trin. Queen's McDonald, Donald A. ... (Interim) B.A., McMaster..... Upshall, Benjamin A. ... (Interim) B.A., Tor. Tor. Queen's.... Tor. B. Pæd., Tor. Degrees. Queen's Tor. B.A., ' M.A., M.A., M.A., M.A. B.A. B.A., Harvey, Martha Anne (Interim) B.A., M.A., B.A., (Interim) B.A., MacKinnon, Florence ... (Interim) Allen, Mabel E. McBride, Sara M. (Interim) McDonald, Neil OF ASSISTANTS Names of Teachers. Hodgson, John Eastwood Smith, Thomas Corlett Froats, Charles Willis William J. Matheson, Murdock Wilfrid Erle Halnan, Lemen R. Laird, Marie Ettie Davidson, John H. Tuke, William H. MacVannel, Janet Ludlow, M. Edith LIST OF PRINCIPALS AND Boyes, Robert Fenton. Rand, Carleton Place Campbellford Brampton Caledonia Schools Brighton High Cayuga

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Campbell, John Duncan	Bellamy, Wesley	MacLean, Allan Edmund Nugent, James Crewson, Joseph W. Fetterly, Hiram B. Birchard, Alexander Fraser Norris, Arthur DavidInterim) Ferguson, Thomas Roderick Healey, Rose Etta	Whyte, Robert	Sine, Fred. Burns, Charles James (Interim) Preston, Ethel A. Watson, Annie	Cowles, John P. Lane, James Stanley Ralston, George D(Interim) Anderson, Lillie C	Elliott, Thomas W	Snider, Lily Huldah Lemon, Mary(Interim)	Massey, Arthur Wallace Carter, Florence Victoria (Interim) Hamilton, John Rennie . (Interim) Hicks, Retta May *Principal to be
Chesley	Colborne	Cornwall	Deseronto	Dundas	Dunnville	Dutton	Elora	Essex

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AND HIGH SCHOOLS,		Specialists.	(Agriculture Instructor)	Classics.	Classics	Math.	Classics	Eng., Hist., Fr., Ger.
COLLEGIATE INSTITUTES		Degrees.	B.S.A., Tor. B.A., Acadia, B.S.A.,	M.A., Tor.	M.A., TorB.A., Queen's	B.A., VicB.A., Queen's	B.A., Tor. M.A., Tor. B.A., Tor.	M.A., Tor.
LIST OF PRINCIPALS AND ASSISTANTS OF		Names of Teachers.	Essex.—Con McKenny, Angus	Perry, Peter	Wright, William Jonathan	Graham, Robert George Ewing, Florence May Mulloy, Lulu Eugenia (Interim) Edwards, Rebecca S (Interim)	Coutts, Richard David Cantelon, John Wilfred Bielby, George Henry Watson, Agnes Myrtle (Interim)	Foucar, Walter K. Johnson, Leah Bedena Buchanan, Winnie I,, (Interim)
LIST OF		High Schools.	Essex.—Con	Fergus	Forest	Rananogue	Georgetown	lencoe

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Math. Mods. and Hist.	Math.	Classics	Science. Mods. and Hist.		Math. Science. Fr., Ger.	Math. Classics	Classics Fr., Ger.	Classics Science. Mods. and Hist.
B.A., Tor. M.A., Tor.	B.A., Tor.	B.A., Tor B.A., McGill	B.A., Queen's B.A., Queen's B.A., Tor.	B.A., Queen's	M.A., Queen's B.A., Queen's B.A., Queen's	B.A., Queen's B.A., Tor. B.A., Queen's	B.A., Queen's B.A., Queen's B.A., Queen's	B.A., Tor. B.A., Queen's B.A., Tor. B.A., Queen's B.A., Tor.
Gravenhurst Hobbs, Thomas	Montgomery, William	Hagersville Andrews, Robert T. Hind, Edith J. Boyle, Gertrude M. (Interim)	Breuls, Ira Delos	Hawkesbury Asselstine, Robert Whiting	. Truscott, Samuel Alfred	Nelson, John	Wilson, W. Asbury	Kincardine McKinnon, Charles Flock, Frank Arthur MacKay, John Malcolm Amos, Flora Ross Fechnay, Jean H (Interim)
Gravenhurst	Grimsby	Hagersville	Harriston	Hawkesbury	froquois	Kemptville	Kenora	Kinca rdine

Female Assistants. Salary 006 1.000 1,000 006 1,200 SCHOOLS, JANUARY, 1910.—Continued. 1.200 Male Assistants. 1.200 1.300 1.300 1,300 Principal. No. of years in a Public School. :10 ra ಣನಾ 10 N 2 No. of years experience in a High School or Col-legiate Institute. 00 2 - - 20 00 23 1908 606 806 909 806 606 606 6061 1909 6061 1908 1909 889 1910 606 806 908 910 1897 Date of appointment. Tor. Eng., Fr., Ger. Fr., Ger. McMaster.... Science..... Tor. Tor Science Specialists. HIGH PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND Classics . . Fr., Ger., Math. . . Tor.... Classics Math. Math. B.A., Queen's Queen's Tor. Vic. Tor B.A., Tor. Warren, Winifred (Interim) Queen's Tor.... Degrees. Queen's Tor. Switzer, Josie E. (Interim) Tor. B.A., B.A., Lloyd, Lillie E. V.....(Interim) M.A., B.A., M.A. B.A., Johnson, George Stephen..... B.A.. B.A., B.A. Stewart, George B. (Interim) B.A., B.A., Dundas, Arthur A...... B.A., Brown. George Allen Stewart, Etta Murray Moir, Mary Isabella (Interim) William James . (Interim) (Interim) Pierce, Edna Helena (Interim) Stockdale, Thomas N. ... (Interim) McMillan, William James (Interim) Campbell, George Alex. . (Interim) MacDonnell, Alexander Duncan (In) Sheppard, Alton M. (Interim) Clark, Bruce W. (Interim) Names of Teachers. Poldon, George Harold Forbes, William Browne Watson, Alexander H. Smith, Annie Maria Brethour, John H. Stoddart, Robert Feasby, LIST OF Meaford.... Leamington Markham... Lucan... High Schools. Listowel Madoc

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1907 1906 1909	1904 1909 1910 1909	1905 1909 1907	1907 1908 1908 1910	1907 1908 1909	1910	1909 1884 1909 1909	1910 1908	1908 1907 1909	1904 1902 1909 1909	1909 1908 1909
Eng. and Hist.	Science	Classics	Math.	Fr., Ger.	Mods. and Hist.	Math. Mods. and Hist.	Classics	Math.	Math.	
B.A., TorB.A., Dublin	B.A., Tor	B.A., Tor	B.A., TorB.A., TorB.A., Lennoxville	B.A., Queen's B.A., Tor.	B.A., TorB.A., Trin	M.A., Tor. B.A., Queen's.	B.A., Tor.	M.A., Trin.	B.A., McMaster B.A., Queen's B.A., Queen's	Interim) B.A., Queen's Interim) * Definition of the sundinfed
Stewart, Kate L	st. Geo. (Interim) N(Interim)	(Interim)	Mount Forest. Speirs, Thomas E	Denyes, James Malcolm	Jardine, William Wilson	Maclean, Godwin Hollingshead, John Edwin McLeod, Lola Arthur, Nellie (Interim) Arthur, Laura E. (Interim)	ampbell	Niagara Falls Myer, Albert N	Girdwood, Arthur ReginaldBarr, Janet	Lawlor, Richard G(Ford, Hellen Douglas(Macfarlane, Harold G(
ł	Midland	Mitchell	Mount Forest.	Newburgh	Newcastle	Newmarket	Niagara	Niagara Falls South	North Bay	Norwood

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	Female Assistants.	\$	800	725 825 1,000	006	1,000	1,000 800 600
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RY, 19	No. of years experience in a High School or Col- legiate Institute.	22.		86 7 4 1 3 162 7 3	32 17 9 18 18 18 18 18 18 18 18 18 18 18 18 18	0 N to ===	70 ∞ 20 H
JANUARY, 1910.—Continued	Date of appointment.	1905 1910 1906	1910	1879 1904 1907 1909 1809	1882 1902 1908 1910 1910	1898 1907 1908 1909	1908 1901 1908 1909
AND HIGH SCHOOLS,	Specialists.	Classics		Eng., Math., Hist. Mods and Hist.	Classics, Eng., Hist. Math. Science. Math. Mods, and Hist.	Classics Commercial Mods. and Hist.	Math. Eng. Hist.
COLLEGIATE INSTITUTES	Degrees.	B.A., Vic B.A., Tor B.A., Queen's		B.A., Tor	B.A., Vic. B.A., B.Sc., Vic. B.A., Tor. M.A., Tor	B.A., Tor. B.A., Tor. M.A., Tor	B.A., McMaster
LIST OF PRINCIPALS AND ASSISTANTS OF	. Names of Teachers.	Lillie, John Turner	Omemee	Steele, Alexander Hutchinson, May Riordon Strang, Grace Masson Adams, John H Freeze, Helen(Interim)	Smith, Lyman C. Stevenson, Louis. Courtice, Samuel J. Faint, Pearl. Crulkshank, Libbie.	Bell, Walter N. Williams, Edna Jane. Wilkinson, James Egerton.	Fairchild, Austin H. Guest, Emily Jane. Hotson, Aletha L (Interim) Burke, Charlotte (Interim)
LIST OF	High Schools.	oakville	Omemee	Orangeville	Oshawa	Paris	Parkhill

1909		DEP	ARTM	ENT OF	EDU	CATIC	N.		601
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B.A., B.Pæd., Tor M.A., Queen's. B.A., Tor. B.A., Queen's, B. Pæd.	B.A., Tor B.A., Tor	M.A., Queen's B.A., Tor. B.A., Queen's M.A., B.Sc., Queen's.	B.A., Ottawa B.A., Queen's	B.A., Tor.	B.A., Tor	B.A., LL.B., Tor. B.A., Queen's	B.A., Vic. M.A., Tor. B.A., Tor. B.A., Queen's. B.A., Tor.	B.A., Vic.	appointed.
Ross, Ralph	Keefe, Reuben Daniel	Clyde, William	Walsh, John C	Port Arthur Howell, William B. L	Liddy, William R. MacGregor, Jessie D(Interim)	Bald, William Francis	Snider, Egerton Eber	McBride, Dugald Stone, George Philp, L. Madeline(Interim)	Port Rowan (Campbell, Hughena(Interim) Detweiler, John D (Temporary)
· · · · · · · · · · · · · · · · · · ·	Penetan- guishene	Petrolea	Plantagenet	Port Arthur	Port Dover	Port Elgin	Port Hope	Port Perry	Port Rowan.

750 650 1,000 Assistants. Pemale Salary. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1910.—Continued. Male Assistants. 1,800 1,400 Principal. No. of years in a Public School. 110mm o, ot years experience in a High School or Col-legiate Institute. 111 10 10 10 10 10 10 ಸ್ತಾಹ ಮೃಚ 0 12 927 12000 31 lo.oN 1907 1907 1906 1910 1908 1908 1908 1908 1908 1909 1904 1904 1906 1907 1909 1909 1889 1904 1910 1909 1907 Date of appointment. Queen's..... Mods. and Hist. Math. Mods. and Hist. (Interim)... Tor.....Classics (Manual Training Instr.).... B.Pæd., Queen's.... Classics. Patterson, Richard A......B.A., Tor......Math.... Gooland, Alma.....loon. (Interim)..... Commercial, Art (Interim) Specialists. Queen's..... Tor Mods. and Hist. Com. (Interim) Eng., Fr., Ger. Queen's..... Eby, Florence Mary B.A., Tor.... Weese, WilliamettaB.A., Queen's.... Queen's.... M.A., Queen's..... O'Hagan, Thomas..... B.A., Ph.D., Ottawa. Tor.... Queen's.... Man. Tor M.A., B.Pæd., Trin... Degrees. Graeb, Mabel Maclean ... (Interim) M.A., Kerfoot, Horace Watson B.A. B.A., McQuarrie, George Bruce (Interim) M.A., B.A., B.A., B.A., Clayton, Vivian Emily.......... B.A., B.A., Witheril. Ebenezer Rufus..... Tuer, Margaret..... Williams, Lorne Joseph..... Jenkins, Thomas H..... Christie, James Douglas..... Leighton, Robert Henry William Lingwood, Frederick H Scanlon, Mary Greenfield. (Interim) Race, Wilfred Ballantyne..... Hagan, James W..... Banford, Joyce....(Interim) Names of Teachers. Rudlen, George Sault Ste. Marie Richmond Hill Rockland. Simcoe.... Prescott ... Schools.

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B.A., Tor	B.A., Vic	B.A., Vic B.A., Queen's B.A., Queen's	M.A., Queen's M.A., Tor.	M.A., LI.B., Tor B.A., Trin. B.A., Tor.	B.A., Tor. B.A., Queen's	M.A., Queen's B.A., 'for. B.A., Queen's	B.A., Vic. B.A., Queen's	B.A., Tor	B.A., Tor. M.A., Queen's M.A., D.Pæd., Tor B.A., Tor.	*Princinal to be appointed.
Smith's Falls. Rose, Robert Chas	Tremeer, JamesTeeter, E. Louise	Kennedy, George E (Interim) H. McRae, Caroline Jean (Interim) H.	StreetsvilleKemp, William	Davidson, John	Sydenham* DeCou, Nellie	Fitzgerald, Eliza Sophia	Minns, James Edward Kidd, William Livingstone Hindson, Hilda Mary Solmes, Harriet Mary(Interim)	Toronto, East. Gray, Robert Alexander	Cox, John Loane	*Princinal
Smith's Falls.	Smithville	Stirling	Streetsville	Sudbury	Sydenham*	Thorold	Tillsonburg	Toronto, East.	Toronto, North West	

*Principal to be appointed.

.einsteiseA Female 1.600 009 .700 .700 .700 006 009 009 S CHOOLS, JANUARY, 1910.—Continued. Male Assistants. 2.800 2,800 Principal. School. To .oV years in a Public No. of years experience in a High School or Col-legiate Institute. 25 111 19 19 19 19 19 19 らたり よった。 よった。 1908 1908 1908 6061 907 907 806 909 906 902 1904 907 909 903 903 906 1904 1903 1904 1904 Date of appointment. Science Science Classics Classics Math. Eng., Fr., Ger. Fr., Ger. Tor. Classics. (Interim.) Tor. Math. Math... Science Math. and Hist. Science....(Interim) Specialists. Eng., Hist., Fr. Ger. LIST OF PRINCIPALS AND ASSISTANTS OF COLLECTATE INSTITUTES AND HIGH Mods. and Hist. Hist Queen's Math., Com. Eng., Hist. and Mods. Mods. Oueen's Tor. Tor. Tor. Trin. Tor. Queen's.... Queen's B.A., Queen's Tor. Queen's 'For. Tor. MacPherson, Walter Ernest..... B.A., Tor.; LL.B., Degrees. Queen's Queen's Queen's Tor. Tor. B.A., Horton, Charles William..... Ketcheson, Florence Blanche..... Ayers, M. Huntley..... Dunkley, Albert Wesley..... Crawford, Henry Job Ferguson, Wm. Chalmers..... Willson, Alice M..... Carlisle, John Oliver (Interim) Kidd, Truman William..... Eldon, Robert Henry..... Warren, James McIntosh..... Ward, William..... Moore, James Rosington..... Wren, John Stewart..... Kirkland, William Stuart Wilson. William James..... Rutherford, William Herbert Tennant, Isabella Leathern Downey, Helen Elizabeth..... Rogers, William Henry Rundle, John Ashton.... Names of Teachers. McBean, John William Baird, William Thomas, Kennedy, Technical. Toronto, North Riverdale. West .- ('on. Schools High Toronto, Foronto,

1909	DEFARIMENT OF EDUCATION.	000
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Science (Instructor in Drafting). (Instructor in Modelling). (Instructor in Architecture). (Instructor in Architecture). (Instructor in Freehand). (Instructor in House'ld Sci.)	do d	04. * Includes experience in
B.A., Tor. C. B.A., Tor. B.A., Tor. B.A.S.	B.Sc., Columbia B.A., Tor. M.A. Tor. B.A.Sc. B.A.Sc. B.A.Sc. B.A.Sc.	e a High School in 1904
Wood, Frank Herbert Edward, Wesley Grafton Bailey, Joseph James Joliffe, Ernest Howard. (Interim) I Webster, Samuel Charles Peake, Charles Nicholson Hahn, Gustav Ehank, John Lisney +Collett, William Charles Hahn, Emanuel.	nette (Interim) oses in nour cona zabeth Winnifred ette a Cameron rr Alexander Alexander Alexander Hayward vorth bel	
We Ball Ball Ball Ball Ball Ball Ball Bal	Trenton	**Dates of appoin

§ Part time teacher-Evening only. ‡ Part time teacher-Day only. t Part time teacher-Day and Evening Classes,

		Female Assistants.	\$ 700 700 800		750	575	009	009.	600 650 650 600
inued.	Salary.	Male Assistants.	9 → · · · · · · · · · · · · · · · · · · ·	929	1,100	4	* 0 0 • 0 0 • 0 0		* * * * *
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COLLEGIATE		· ·	B.A., Queen's B.A., Tor.	B.A., Tor.	M.A., Tor. B.A., Tor. B.A., Tor.	B.A., Tor.	B.A., Tor.	B.A., Que B.A., Wes	B.A., Tor. B.A., West
ASSISTANTS OF		Teachers.	istina M(Interim)	(Interim)	Seph. C. Margaret C. (Interim)	(Interim)	(Interim)	(Interim)	(Interim)
LIST OF PRINCIPALS AND AS		Names of Tea	Hutchison, Robert A MacArthur, Christina M Jeckell, Laura M Gearin, Loretta Carmel.	Henry	Morgan, Joseph Hartstone, John C McGregor, Margaret Cummer, Elvina May	Dickey, Mary Ada Caverhill, Elsie M	Il, Alexander.	Hume, John Patterson Graves, Bessie Hoover, E. Egbert.	Potter, Charles Ovens, Winifred Mitchell, Blanche H Bowen, Anna
PRINCI			Hutchis MacArtl Jeckell, Gearin,	Bonis, Geddes,		Dickey, Caverhil	Campbell, Chassels, Crummer,	Hume, Graves, Hoover,	Potter, Ovens, V Mitchell, Bowen,
LIST OF	High Schools.		Uxbridge	Vienna	Walkerton	Wardsville	Waterdown	Waterford	Watford

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1896 1896 1908 1910 1906	1910 1904 1909	1909 1906 1910	1909 1908 1907 1910	1906 1907 1909 1908
Science. Math. Mods. and Hist.	re- Mods. and Hist.		Eng., Fr., Ger.	Math. Classics Mods. and Hist.
B.A., Queen's B.A., Tor. B.A., Tor. B.A., McMaster	M.A., Queen's (Ireland), M.D. B.A., Tor. M.A., Tor.	B.A., Tor B.A., Tor	B.A., Tor. M.A., Queen's	B.A., Tor. B.A., Queen's B.A., Tor.
McCuaig, Herbert M. McNiece, James. Thomson, Helen M. (Interim) Stone, Grace L. (Interim) Brennan, Jennie L.	Hawkins, Maud Mary	WiartonBell, John JB.A., Case, H. James	Williamstown. Elliott, Thomas E	Wingham Workman, James George B.A., Smith, John Charles (Interim) B.A., Baird, Mabel M. J. Batrice E (Interim) B.A., Anderson, Beatrice E (Interim)
Welland	Weston	Wiarton	Willfamstown.	Wingham

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SUMMARY, JANUARY, 1910.

University Graduates, Specialists, etc.	Graduates Graduates Non-Graduates 1910 Percentage of Graduates, 73,53 Percentage of Graduates, 73,96 Percentage of Graduates, 73,96 Percentage of Non-Graduates, 1909 Interim Certificates Specialists Percentage of Specialists and Interim Specialists Percentage of Specialists and Interim Specialists Percentage of Specialists and Interim Specialists, 1910 Specialists, 1910 Specialists, 1910 Specialists, 1910 Specialists, 1910 Fercentage of Non-Specialists, 1909 Percentage of Non-Specialists, 1909 Percentage of Non-Specialists, 1909 Gradists, 1909 Graduates, 1909 Gradiates, 1909 Gradiates
Salaries.	Highest Salary Average Salary Increase for the year High Schools. Highest Salary Highest Salary Highest Salary Average Salary Average Salary High Schools. Highest Salary Average Salary Average Salary High Schools Assistants Highest Salary Average Salary Average Salary High Schools Average Institutes and High Schools Average Institutes and Assistants Average Institutes and Assistants Average Salary, all Average Salary, all Average Salary, Men Assistants Increase for the year Women Solution Women Women Solution
Number of Teachers.	Principals 43 Assistants 371 Total 114 Increase for the year, 25 Assistants 309 Assistants 309 Total 406 Increase for the year, 0 Circuit Total 406 Increase for the year, 0 Grand Total 680 Grand Total 820 Increase for the year, 25 Increase for the year, 25
Number of Schools, Sex of Teachers, and Per- centages.	Collegiate Institutes

* Five Principals to be appointed.



